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GOVERNMENT OF INDIA

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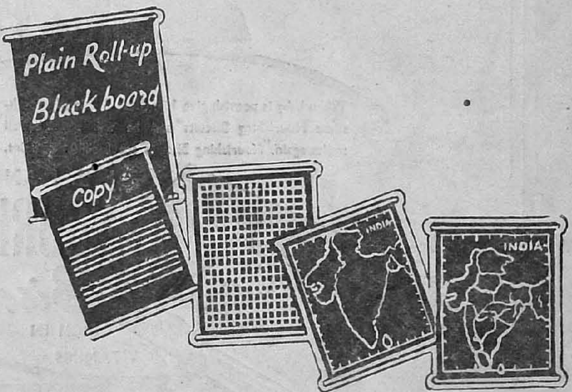

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THE PLACE OF DISCIPLINE IN THE FIELD OF EDUCATION

NOW that we are entering a period of wholesale educational reconstruction in India, it is necessary to think afresh on some of the basic notions on which the educational process rests. Dr. Paranjpye has done well to focus our attention on the growth of indiscipline in the student body which tends to defeat all attempts at reconstruction from the very outset*. I find myself in agreement with much that he has to say. I feel, however, that Dr. Paranjpye's approach is too empirical. He has confined his attention to the immediate and incidental causes for the growth of indiscipline in recent times, and the remedies he has suggested are palliatives for temporary symptoms and do not go deep enough to remove its root causes.

If we are to appreciate properly the place of discipline in the field of education, it is necessary to have some clear ideas as to what is the function and purpose of education in civilised society, and of the means or processes through which that purpose can be achieved. I shall attempt in this article to define the function of education in human society and to view the problem of discipline in the light of this basic aim.

Education is an activity which is peculiar to human society. Viewed from the social angle it is an attempt on the part of society to mould and direct the development of the young of the species, so as to fit them into the social pattern whereby both the continuity of that pattern can be preserved, as well as its future advance insured. Viewed from the individual angle it is an attempt to provide him with a favourable environment, which will bring out his latent abilities and give them scope for full development and expression. The task of the educator is to devise ways and means by which to influence effectively the natural processes of development into the desired channels, and somehow to strike a balance between the social and the individual objectives of education.

Maturation, development and learning are common to all living species beyond the earliest phase of evolution. As we advance in the line of evolution, the period of immaturity becomes longer and longer, and the full growth of the individual is not only influenced by maturation, but also by learning as the result of experience. But nowhere in the animal kingdom is there an organised and conscious effort to influence and interfere with the natural processes of maturation and learning, till we reach the level of man. The school, as an institution for the proper control and direction of the development of the young of the species, does not exist anywhere in nature except in human society, and in all human society, however primitive, something

*See June 1955 issue of "The Education Quarterly"

in the nature of a school is invariably present.

The primary aim of primitive education is the preservation of the solidarity of the tribe. The defect of such a system is that by destroying all initiative either in the field of thought or in that of practice, it destroys the springs of creativeness, and consequently arrests all social progress and development.

But in spite of all efforts to rule out novelty, there are counter forces which act against this stratification. The most important of these is inter-tribal intercourse, which tends to bring about a fusion of cultures. In this manner new and more complex forms of social organisations arise and the beginnings of civilisation begin to take shape. Education in a highly civilised community has a dual function, that of conservation of the culture and heritage of the past, and the discovery of novel modes of thought and practice which would provide fresh fields for human effort and achievement. The problem of discipline in modern education thus becomes essentially the problem of reconciling the claims of conformity with tradition through which alone social cohesion can be maintained, and freedom of thought and action for the individual through which alone new discoveries can be made, or new values attained.

The conflict between conformity and freedom is more apparent than real. They are in fact complimentary aspects of the total process of education. The individual is after all the inheritor of the past achievements of man, and his creative functions are likely to find better scope for their exercise, the more fully he comprehends and appreciates this inheritance than if he merely brushes it aside as so much useless lumber. Hence any system of education which attempts to base itself only on one of these to the exclusion of the other, is doomed to failure. The cult of freedom has been carried a little too far in what generally goes by the name of New Education. Freedom when carried to the extreme is self-migratory and in fact fundamentally opposed to the idea of *education.* If education is the attempt on the part of society to direct and influence the process of development of youth into certain desired channels, this cannot be done if the youth claims, or is given, the right of absolute freedom. Such a claim implies that he is not in need of education, is already mature and capable of acting according to his own whims and fancies.

The free school tends to become a place of anarchy and confusion and not an organised institution designed for the realisation of certain specific ends. Correspondingly in the institutions in which conformity is aimed at as the sole objective, mechanical routine, endless repetition, and blind imitation, take the place of the free development of the physical, intellectual and emotional potentialities of the individual. Such institutions can only produce automatons or mechanical robots, but not human individuals with initiative and personality.

Conformity, routine, repetition are not opposed to creative activity, but supply the basic material which the free activity of man can direct into new channels, or express in novel modes. In dance, in music and in all art, the repetitive motive is always present, though as a result of new combinations it may transform the traditional modes of these into entirely novel forms.

But discipline has also a deeper and more positive significance in the sense

of self-discipline, or discipline willingly accepted by the individual to give shape and coherence to his own free and creative activity. In this positive sense it means the control and subordination of instinctive impulses, under the domination of a preconceived goal or ideal of achievement. All great thinkers, artists, poets, social reformers and men of action, subject themselves to this type of self-discipline.

Discipline in the educational field, if it is to have any real value, must develop and pass over from conformity into self-discipline in the pursuit of an ideal. Such a transition is by no means impossible, provided the educationist never forgets that this is his ultimate goal, and whenever discipline is imposed in the negative sense, it is always as a means for the attainment of this goal.

It must be remembered that the child is by no means averse to conformity and routine. Indeed children love routine and repetition provided they are not imposed harshly and oppressively. They are never tired of singing the same songs, playing the same games, repeating the same jokes. These assume the form of a certain ritual, which is pleasurable every time it is gone through. In the course of time such repetitive modes of behaviour become habits, the performance of which requires no conscious effort. It is a part of wisdom to utilise the child's love of repetition and routine to form certain good habits in him, which will later save him from much trouble and pain. The discharge of natural functions such as those of excretion, eating, sleeping, dressing etc, should be reduced to a set routine from the earliest stages of infancy. It is here that our home discipline is so deplorably poor. Children are allowed to eat when they please and very often what they please, they are not put to bed at any stated hour, not trained in manners or the ordinary rules of politeness.

Discipline must begin from birth and in the home, and so long as this early foundation is lacking, the educationist will have a pretty difficult, if not an impossible task.

I will be told that if we are going to wait till every home in India has become a training ground for the early discipline of the child, we shall have to wait for ever. For this, we shall need not only educated and self-disciplined parents, but we shall have to train them in the art of the proper upbringing of children. Mere education is certainly not enough, for this early indiscipline is just as common in educated and well-to-do homes as it is in the poorer and illiterate sections of the community.

Difficult as the task of improving home conditions may be, I do not think it is altogether impossible. In fact something of this kind must be done, if we are to build that happier and more prosperous society which we have set for ourselves as our goal. Training in parent-craft, I prefer that term to mother-craft, for both parents must take a share in the upbringing of children, must form an essential part of our community programme.

Let us now turn our attention more exclusively to the school and the university. Civilised society at the present time, not only in India, but practically all over the world, is in a state of confusion and chaos with regard to the goal which it should seek, and the values which it should strive to embody. In this state of strife and conflict of ideas, education must also reflect the confusion and chaos which are afflicting Society. Unless the deeper malady is healed, it is not possible to train the

young in accordance with any consistent disciplinary pattern. For example what is disciplined behaviour for those who attach an ultimate value to the freedom of the individual, is quite different from what the totalitarian or Communist would regard as such. Those who seek to bring about a new social order through revolutionary methods would think of discipline in quite a different way from those who believe in non-violence. The wave of indiscipline in the youth of the world is due to a large extent to this lack of a clear and agreed awareness of the social ideal. Educationists are not agreed as to the goal or purpose they strive after, and the youth entrusted to their care is sometimes driven in one direction and sometimes in the opposite. Nevertheless it is the duty of the educationist to mend this state of things to the best of his capacity. He can only do this, if he rises to a plane above the current controversies, and adopts a neutral or non-partisan attitude towards them. This does not mean that as an individual he need not hold any convictions of his own on fundamental questions of politics, morality or religion. He has a perfect right to them, provided he does not allow them to obtrude in his professional conduct. A teacher is not a proselytizer. He is there to present all the possible answers to any question to those whom he educates, and let them make their own choice as to which of them they will accept.

It is known to all educational authorities that almost every instance of large-scale indiscipline in any school or college is encouraged if not instigated by certain members of the teaching staff. Unfortunately the evidence in support of this charge against individual teachers is rarely sufficient to bring them to book. Very often such educational sabotage is prompted by purely selfish considerations, though persons guilty of it justify it to themselves by rationalisation, and take shelter behind some sort of ideology.

It is obvious that a school or college cannot inculcate discipline amongst its students when the members of the teaching staff are themselves undisciplined and capable of such treacherous conduct. It is possible that a member of the staff of an educational institution or a group of them, may have a just cause against the head of the institution. The only right course for them in such a case is to come out in the open and represent their grievances to the authorities concerned. If such action does not bring any redress, they have the alternative of resigning and seeking employment elsewhere. Under no circumstances are they justified in exploiting the youth entrusted to their care by leading them into the ways of indiscipline which in the end will recoil on their own heads.

Too much latitude has been given to such black sheep in the teaching profession in the past and it is time to be tough with them. Whenever the authorities have sufficient reason to doubt the loyalty of any teacher, he should be given a clear warning and if he still persists in acts of sabotage, his services should be dispensed with as expeditiously as possible. In order, however, to prevent victimisation, the teachers so dismissed should have a right of appeal to the highest educational authority, which should be the Education Minister in the case of schools, and the Vice-Chancellor in the case of college teachers.

It is usual to justify such unprofessional conduct on the part of teachers, on the plea that they are dis-

gracefully underpaid, and the conditions of their service are intolerable. I am a whole-hearted supporter of the movement for better pay and better conditions of service for the teaching profession. But inadequate pay and galling conditions of service are no justification for sabotage, for those guilty of it, are not merely offending against the State or those in authority, but they are betraying the youth of the nation, and as such are criminals against the future.

Education is essentially an active and a bipolar process. We cannot stuff learning or virtues in our pupils like we stuff clothes into a linen bag. The child learns by doing and not by mere listening. This is a truth which is constantly forgotten both by our educationists as well as by our national leaders. Both go on preaching endlessly without realising that their words have little effect on the life and conduct of their listeners. In the educative process, both the educator and the "educand", to use a term coined by the late Sir John Adams, actively participate. That which the child learns through active participation becomes a part and parcel of himself. That which he learns by mere listening, by imitation, by coercive imposition, never takes root, and is soon forgotten. What is stated above applies not only to the acquisition of knowledge, but equally so to the inculcation of discipline and formation of character in the broadest sense.

To what extent are our schools and colleges employing the methods of active participation of the pupil in the educative processes? To be quite frank, they are doing so to an absolutely negligible extent in spite of protests and pretence to the contrary. Unless we can bring about a radical reform in our methods of teaching and character formation, there can be little hope for the future.

Let us now briefly examine the question of discipline at the University stage. Unfortunately conditions in the university world are such that instead of arresting the processes of indiscipline created in the home and in school, these only provide a wider and more disastrous scope for manifestations of indiscipline.

Dr. Paranjpye has dealt so ably and courageously with this aspect of the matter that it is unnecessary for me to dilate upon it. I shall confine my attention to the part which Students' Unions are playing in spreading indiscipline in the universities. The whole function of Students' Unions has been misconceived in this country not only by the students themselves, but equally so by governmental and university authorities. They have come to function as Trade Unions for the protection of so called students' interests, or as sovereign legislatures intended to direct educational policy and administration. Both these notions are completely wrong and contrary to the entire purpose of education. A student, however advanced he may be, is still an immature member of society. He is still under training and although in this training he should take an active and intelligent part, he cannot usurp to himself the functions of the educator. So long as he remains in "Statu Pupilari", he must submit himself to university discipline without which no organised educational institution can function. By the time a student reaches the University stage, if his earlier education had been conducted properly, he should have already reached a high stage of self-discipline, and it would be unnecessary for university authorities

to impose too many restrictions upon him. Unfortunately this is far from being the case. It is for this reason that universities have to frame elaborate statutes and ordinances about attendance at lectures, compulsory physical training, N.C.C. parades and innumerable other things.

All these restrictions are irksome and Students' Unions are constantly agitating against them, just as Trade Unions are constantly agitating for shorter hours of work and higher wages. But the analogy does not hold good. In a capitalistic system the investor is out to exploit the worker to the utmost extent that he can, and the only weapon that the worker can exercise for his protection is the right of collective bargaining and threat or actual recourse to strikes. But an educational institution is not a capitalist undertaking designed to bring profits to the educator. On the contrary its sole objective is to seek the good of the "educand". Such rules as are framed by a university or college are intended for the better training and discipline of its students, and to seek to modify and annul them by mass demonstrations, by threats of strikes and fasts, is merely suicidal. By such acts the party which is most injured, is the student community itself.

I will be asked, should students have no means for seeking redress for grievances however legitimate? Certainly they should. But such representations as they desire to make should be presented in a constitutional manner and should never be accompanied with threats of mass action. It should be the duty of the head of a college or university department to listen to such representations with sympathy and patience, and if they are reasonable, to give redress himself if it lies within his province, or to seek redress from higher quarters. I must admit that very often we educators fail to listen to genuine complaints with the understanding required of us and are to that extent responsible for the more desperate methods to which student organisations take recourse.

If Students' Unions are not entitled to function as Trade Unions, still less are they entitled to arrogate to themselves the authority of a sovereign legislature. It is a pity that the constitution of most college and university unions is framed on the model of the political constitution of the country. Educational institutions are set up either by the State or by private managements. They are not paid for or maintained by taxes imposed upon the body of students. It is true that students pay fees, but except in low class coaching academies, the fees only meet an infinitesimal portion of the cost of maintenance. In view of all that has been said about the function of education in human society, it is unnecessary to elaborate this point. All that need be stressed here is that though the State must primarily provide the funds for University education, it should not be directly in control of it, but its control should be handed over to autonomous corporations, mainly composed of those whose function it is to educate. Only then can that atmosphere of free development of the individual and the advancement of knowledge and culture be secured which are the true aims of University education. But this does not mean, that the student body is itself to frame the courses of study and examination, or take a hand in the management of university institutions. Such a state of things would lead to the creation of a condition of anarchy in which education would be utterly impossible.

I am myself opposed to giving Students' Unions any kind of a written and formal constitution. The purpose of a Students' Union is not to exercise power, but to provide opportunities of receiving training in extra-mural or co-curricular activities and in finding opportunities of self-expression. I believe that this objective is best secured when the Union is looked upon as a subordinate wing of the institution as a whole, working under the over-all supervision and control of the authorities, and not when it sets itself up as a rival authority. It is, therefore, best if the rights and privileges of Students' Unions are determined by conventions gradually established, rather than by legal and inelastic constitutions. If a constitution has to be given, it should be of an elastic character, and should insure that final control will rest with the Principal of the college, or the Vice-Chancellor acting on behalf of the Syndicate and Senate.

In order, however, that the undisputed authority of the head of the college, or the Vice-Chancellor acting in the above capacity, should be effective, it is essential that they should command the confidence not only of the student body, but also of the management of the college in the first case, and of the executive and legislative bodies of the university in the second.

It is unfortunate that in a larger number of universities the diseases of sectionalism, factionism, and all the other symptoms of the party system are rampant in their most objectionable form. The Radhakrishnan Report has dealt very fully with this matter. The sooner its recommendations in this regard are implemented the better it will be for the restoration of student discipline.

G. C. Chatterjee

COMPULSORY EDUCATION IN DELHI STATE

"THE State shall endeavour to provide, within the period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years", stipulates Article 45 of the Constitution of India. Article 26 of the Universal Declaration of Human Rights also recognises the right of free and compulsory education at the Elementary and Fundamental stages.

Education in India is a State subject and the State Governments are fully autonomous in educational matters except in respect of educational development programmes that are carried out in accordance with the All-India Educational Policy framed by the Union Government. In Delhi State planned efforts for the introduction of compulsory education have been made since 1948 and the provisions of Parts II and III of the Punjab Primary Education Act, 1940, have been extended gradually from one *zail* and ward to the other. It was only in October 1953 that both the aforesaid provisions of the Punjab Primary Education Act, 1940, were extended throughout the State in order to put into effect the directive contained in Article 45 of the Constitution of India and to achieve the target fixed by the Planning Commission for the first Five-Year Plan, namely, to provide schooling to at least 60 per cent children of the age-group 6-11 years. The Compulsory Education Act as applied to Delhi State for the present applies to school-going children of 6-11 years' age-group meant for Primary departments of the schools.

Primary Education in Delhi

Primary education in Delhi State is mainly the responsibility of local bodies. In the urban areas, Primary schools are mostly run by the Municipal and Notified Area Committees. Primary schools in the rural areas and refugee colonies are, however, directly controlled and financed by the State Government.

A recent survey of the countryside has shown that the total number of school-going children in the age-group 6-11 years in the rural areas of the State is 50,000. Out of this, the number of children attending schools at present is 32,596. It will, therefore, be seen that 17,404 children in the rural areas have still to be brought within the orbit of literacy. As regards urban areas, no house-to-house survey had been conducted so far, but arrangements are being made to conduct such a survey shortly. In the circumstances, only an estimate of school-going children of the age-group 6-11 years, calculated on the formulae recognised by Unesco that children constitute 15 per cent of the total population, can be given. On the basis of this formulae the total number of school-going children of the age-group 6-11 years in the urban areas of the State, comes to about 2,17,000. But of this the number of students attending recognised schools at present is 98,000 and the number attending unrecognised schools is about 30,000. Thus 89,000 children of the age-group 6-11 years have still to be sent to schools in the urban areas of this State. A comparison of the total number of the

children with those not attending school in the age-group 6—11 years, shows that the latter constitute 34·8 per cent of the total number of children in that age-group in rural areas as against 41 per cent in urban areas. Thus, the target for providing schooling to 60 per cent children of the age-group 6—11 years during the first Five-Year Plan period as fixed by the Planning Commission has been achieved by this State. It is expected that towards the close of the second Five-Year Plan *i.e.* 1960-61, Delhi State will succeed in completely meeting the constitutional obligation as laid down in Article 45 referred to above.

Main Problems and their Solution

There are many obstacles in the way of enforcing compulsory education in the State. Some of the important ones are summarised below, with suggestions for their removal:

(i) A majority of parents, especially in the rural areas, cannot afford their children's education on account of the general low level of economic development and productivity in this country. Parents usually try to supplement their income with the labour of their children, either by working with them in the fields, or staying at home to look after the younger members of the family. Most of the parents are therefore unable to dispense with the labour of their children continuously for five hours each day at school. Unfortunately the existing system of education in this country pre-supposes perfect adjustment between home-life and schools, which in effect does not exist, and which as a matter of fact meets the convenience of only a few well-to-do families. This defect can be remedied if the school system is adjusted to economic conditions of the inhabitants of poor and backward *zails* and wards by introducing a shift system on the lines recommended by Shri Rajagopalachari in the New Madras Scheme of Education.

(ii) Some families frequently move over to their relations' houses in different towns and villages for long intervals to fulfil certain social obligations. This is especially so in rural areas. It has also been found that this mobility is at times occasioned by the economic condition of such families with the result that the education of their children is neglected. This obstacle can be surmounted partly with the help of strict compulsory education rules and partly with the improvement in the economic conditions of the masses.

(iii) There is a lack of suitable school buildings and sufficient teaching space. Most of the schools in the rural areas at present function in *Chaupals, Panchayat Ghars* or in small available rented rooms, and several of the schools in the urban areas carry on their school activities in tents, and work in double shifts where buildings are available. In the scorching heat of summer, the cold of winter and in heavy rains, it becomes almost impossible to conduct classes for lack of adequate covered space and *pucca* school buildings. The problem of school buildings is, however, expected to ease considerably during the second Five-Year Plan period when the State Government proposes to spend over two crores of rupees on Capital Works.

(iv) Such factors as the conservative attitude of the villagers in not allowing their girls to be taught by male teachers in Primary schools that are generally co-educational, the non-availability of trained women

teachers in rural areas, and the disinclination of women teachers to serve and live in villages, impede the progress of compulsory education. The provision of residential accommodation to women teachers in villages and the introduction of some special rural allowance to women teachers will, to a great extent, overcome this difficulty. Special attention has also to be paid to the setting up of a rural teachers' training college, which may recruit its students from the countryside.

(v) The levy of charges for school funds to finance extra-curricular activities like games and First Aid, specially in the lower Primary classes in rural areas, discourages poor parents from sending their children to schools. Although the importance of such activities is not to be belittled and the charges are by no means heavy, it has been seen that some children in the lower classes leave school merely on account of these charges. This difficulty can be overcome by exempting all children of classes I and II from the payment of such dues.

(vi) The children and their parents in the backward *zails* and wards show little interest in the school. In this connection it is suggested that school meals may be provided as a material inducement for parents to send their children to schools. It will also be a means of improving the health of the children and stimulating corporate life in the school. These meals may be provided through local cooperative management and the parents may contribute to the cost according to their individual means.

Finally, about 200 additional Primary schools have to be opened in the urban areas immediately, to provide schooling facilities to about 89,000 children of the age-group 6-11 years, who are not at present attending any school. This measure is likely to check the mushroom growth of existing teaching shops in the State.

Jevan Narain Mathur

CRISIS IN EDUCATION

III. SCHOOLS AND THE HOME*

In the previous article I discussed some of the problems of the curriculum of our schools. Those problems lead us to much more general questions about the emotional and moral development of the child, and his relationship to his background apart from the school.

In some ways this is a much better and easier world in which to grow up than that of, say, 50 years ago. There is infinitely more educational opportunity; there is far more understanding of the child; his needs, physical, intellectual or emotional, are in many ways far better provided for. In the streets of our cities to-day we never see barefooted and undernourished children. For the gifted, the road to the highest achievements is infinitely wider and without the bitter hardships and the ultimate frustrations of an earlier age.

* * * *

All this is true, and when we doubt the reality of educational progress we should remember it. But it may also be maintained that this is simply a superficial and materialistic view; that the modern world is particularly dangerous for the young. The growth of passive amusement, the existence of cheap and nasty literature, above all the decline in religious belief and the decay of firm moral standards, do not all these constitute a threat to the real development of children?

Has not the Welfare State itself, which gives education and physical health with one hand, taken away a proper sense of responsibility with the other? What is the use of an education that enables the majority to read the comic strips and fil in football pools, while producing a minority that for all its administrative ability and technical skill lacks any ultimate sense of moral purpose, of intellectual integrity or of social obligation?

That is an exaggerated form of a view held by many thinking people. I believe it to be fundamentally mistaken.

The existence of a generation whose earliest years were spent amid the disintegration of war, with the father usually away from home, would suffice to explain any moral decline that may be implied by over-publicised and usually misinterpreted figures of juvenile delinquency. My own experience of the boys now in our schools fills me with optimism rather than with gloom.

* * * *

Nevertheless we must not minimise the task that faces the educator; it is no less than to produce a sense of value, whether in the aesthetic or moral field, capable of giving some guidance in a rapidly changing and bewildering

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*By courtesy of Dr. Eric James and "*The Sunday Times*", London. This is the third and last article in the series—"*Crises in Education*". The first and the second articles in the series were published in the March and June 1955 issues respectively of "*The Education Quarterly*".

world. The 1944 Act itself made it obligatory for the first time for all schools within the State system to provide some religious teaching. Whether that was the best way of approaching the question is open to doubt; but it was at any rate an acceptance of the obligation to interpret education in its deepest sense.

In fact, the schools have realised with increasing clearness for many years their wider responsibility. At the purely physical level it is emphasised by the provision of school meals and the creation of a school medical service. More schools than ever before are realising the effect which games and camps can have on the all-round development of their pupils. Culturally the good school knows, too, that it must create truer standards of value than its pupils will often find outside its doors.

In my last article I mentioned that the extension of educational opportunity had raised this problem in a particularly acute way for the grammar school and the university. It is to them that the pupil from the culturally poor home must look, not only for learning about French or chemistry, but also for any stimulus that he will ever receive towards the appreciation of literature or music or pictures, or even the enjoyment of rational conversation.

And above all the schools must be a moral influence. This is, of course, no new thing. It was the basis of Arnold's whole conception of what a school should be, and Arnold became the symbol of a reformation in schools of every kind. It is an accepted part of the English tradition in education that the school must be a moral force in the lives of its pupils, that the schoolmaster must be far more than the teacher of a particular subject.

But in meeting these tremendous responsibilities our position to-day may seem a good deal more difficult and ambiguous than was Arnold's. Then, education could rest on an almost universally accepted religious faith; the teacher had no misgivings that his duty was to inculcate that faith. To-day it would be unrealistic to assume that there is anything like the same general acceptance among teachers of a common religious basis for their moral teaching.

* * * *

How far does this disintegration of belief make it impossible for a coherent system of values to be developed in our schools? I believe that it is as easy to over-estimate the divergences that exist as to over-estimate the certainties of previous generations. On the great body of moral teaching there is a no less firm agreement than there has always been.

The greatest difference between the school to-day and that of the last century is rather in our contemporary doubt as to how far indoctrination by the teacher is justified at all. We are so aware of the evils of using the teacher's authority to "put across" a way of life or system of values that we are in danger of seeming neutral and indifferent to the most important questions of life. Such a negative attitude receives not a little support from the writing of some educational theorists, with their emphasis on the free development of the pupil.

If the schools are to fulfil their proper function, not only as training grounds for the intellects and bodies of

their pupils, but also as places which uphold certain standards, the teacher must be prepared to combine tolerance and sympathy with firmness of conviction.

And at this deepest level of education, even more than at any other, the personality of the teacher is of paramount importance. More importance than exhortation or reward and punishment is the example of the men and women who teach. Simply by holding the views they do and being the individuals they are, they affect, almost unconsciously, the standards of their pupils. It is in the light of responsibilities as great as these that we must measure the effects of any decline in the quality of our teachers.

* * * *

The child spends perhaps seven hours a day in the school. For the rest of its life it is being influenced by a multiplicity of other agencies, and of these, of course, by far the most important is the home.

Teachers and educationists habitually over-estimate the effect that they have upon children. We are apt to believe that we do more than we can or probably should attempt to do. We ascribe to ourselves triumphs not our own, and blame ourselves for failures that are not our fault. Personally I am ever more convinced of the overwhelming importance of the home on the development of the child, certainly up to adolescence.

For this reason it is of the greatest possible importance that collaboration between school and home should be made much closer than is very often the case. I am not thinking primarily of such bodies as parent-teacher associations, valuable though these often are. I am thinking rather of frank and informal talks to bodies of parents, where problems such as the place of television in the home, the kind of newspapers that a child should, or should not be allowed to read, and many others of the same kind may be discussed.

If the school is attempting to put forward one set of values and the home is practising another, then a bewildering conflict may be set up in the mind of the child. It is one of the duties of the school to present with courage and conviction the values for which it stands.

But even more important than meetings such as this are the personal interview between the father and mother and the headmaster or one of his colleagues. I believe that the teacher must come to regard no part of his work as potentially more important than such talks. They may range from some straightforward matter of a career to a discussion of the possible reasons behind some serious problem such as truancy. The master or mistress in every kind of school has to strive to develop the same pastoral attitude towards his job that has existed for many years in the past.

* * * *

I can imagine the head teachers of many schools in bad areas of great cities reading these words with bitter amusement and, with justice, deriding my limited and specialised experience. And it is true that many such teachers have to deal with parents too reckless or too degraded even to care seriously for the welfare of their children, and certainly unlikely to attend a meeting of even a personal interview. For this minority such special measures of

parent-school relationship will have to be developed as already exist in some places.

But the great majority of parents today are probably genuinely, if not always wisely, concerned for the welfare of their children. For them the school should spare no effort in providing all the help and guidance that it can.

Such guidance is particularly important at a time when educational opportunity has been so immensely increased. The parents of very many boys and girls now receiving a grammar-school education and perhaps going on to a university never entered a Secondary school themselves. It may well be necessary to reassure them about their child's venture along unfamiliar paths. It may often be essential to smooth some of the strains set up in the family by the development by an able child of unfamiliar tastes and ambitions.

If teachers feel, for example, as I do myself that radio and television are distracting the abler children from reading, which for them is an immeasurably more valuable activity, then they must be prepared to tell the parents so quite frankly. Both the welfare of individual pupils, and the broader question of the reconciliation of the standards of the school and the home, call, it seems to me, for far greater efforts than many schools now make to reach the homes as well as the children.

* * * *

It is often claimed that too much is now done by the State for the individual and in particular that all sense of parental responsibility is being drained away. Frankly, in my own experience I have seen few signs of such a development. It is, in any case, a risk that we must run.

There is no greater error than to regard the provision of educational opportunity as a kind of charity. The whole future of our kind of society is completely dependent on the full utilisation of its resources of ability and character. To provide the best possible education for its citizens is the most obvious form of communal self-interest.

Nevertheless, a decline in individual initiative and in the capacity for individual sacrifice constitutes a social danger of which we must be always aware. Every opportunity must be retained to reconcile parental responsibility with the structure of a society committed to social welfare and a considerable measure of equality.

Thus one among a number of justifications for the continued existence of independent or fee-charging schools in a democratic society is that the principle of some parental choice is preserved. Admittedly the possibility of such choice is only open to a minority of parents; but the principle is retained that it is wrong for the last vestiges of the parents' responsibility for the education of their children to be removed by complete and ruthless planning.

* * * *

This brings me to my last point. Variety is part of the essence of true education. In this country we attempt to ensure that it exists by the delegation of control over education to local authorities. But if education is to be really healthy the delegation must in some ways go further than that.

(*Continued on page* 238)

Roundup of Activities
Ministry of Education

BASIC AND SOCIAL EDUCATION

Five-Year Plan of Educational Development.

Scheme No. 1

The Scheme initiated by the Government of India in 1952-53 envisages the establishment in each State, of a group of experimental and closely integrated Basic and Social education institutions within compact selected areas for intensive educational development.

Grants are offered to the State Governments on a matching basis: the Central Government share 66 per cent of the total, non-recurring and 60 per cent to 33 1/3 per cent of the recurring expenditure on approved schemes. The grant sanctioned to various States under this Scheme during 1955-56 (up to the 15th July, 1955) is Rs. 3,63,803.

Scheme No. 4.

This scheme was also initiated by the Government of India in 1952-53. It relates to cultural and educational improvements and experiments within States and envisages the development and improvement of various Basic and Social educational institutions within various States. The basis of the grant is the same as in Scheme No. 1.

The grant sanctioned for the implementation of the scheme for 1955-56 (up to the 15th July, 1955) is Rs. 9,43,838.

Scheme No. 6

Financial assistance under this scheme is given to voluntary educational institutions doing important work in certain specified fields of education. During 1955-56 (up to July 1955) a subvention of Rs. 3,38,839 was given to nine institutions.

Scheme No. 3(b).

Payments to five writers whose books were selected in the Children's Literature Contest (1954-55) have been made.

A sum of Rs. 16,200 is sanctioned for printing the children's picture book "Baune-Ke-Kheti".

A book on Indian Shipping has been published in an edition of 10,000 copies under the Scheme for the Production of Model Children's Books in Hindi at a cost of Rs. 6,500.

Expansion of Basic Education

At an emergent meeting of the Standing Committee on Basic Education, held at New Delhi on the 7th and the 8th June, 1955, it was recommended that the Union Education Ministry should organise an all-India exhibition on Basic education by the end of this year. It also approved generally the targets proposed by the Ministry for the expansion of Basic education during the second Five-Year Plan. It endorsed the view of the Ministry that an improvement in the status and emoluments of teachers was inescapable if Basic education was to produce the desired results. It was also suggested that the possibilities of coordinating craft training Basic schools by utilizing the facilities available in Community Projects and National Extension Service blocks for the expansion of small-scale industries should be explored.

Grants for Teachers in Basic Schools

It has been decided to give assistance to the States for the construction of teachers' quarters attached to Basic schools, to be provided free of rent, to members of staff.

Unemployment Relief Scheme

Under the Scheme to relieve educated unemployment, a sum of Rs. 25,93,726 was sanctioned to the various States as the Central Government's share for the first quarter of 1955-56 for the continuation of teachers appointed up to the end of 1954-55.

Sanction for the appointment of 24,000 teachers and about 600 Social education workers during the current financial year has been conveyed to the various State Governments.

National Fundamental Education Centre

The proposal regarding the establishment of National Fundamental Education Centre has been approved by the Departmental Finance Committee. Besides training and research the Centre will produce various kinds of Social education materials and organise Social education conferences, seminars etc.

Audio-Visual Education

The second meeting of the National Board for Audio-Visual Education was held on the 17 and 18 May, 1955. The Board *inter-alia*, made recommendations for the development of Audio-Visual education, particularly with reference to the drawing up of suitable schemes for the Second Five-Year Plan.

A unit for the production of visual aids has been set up in this Ministry. The unit will produce simple visual aids and conduct research in production methods and the evaluation of materials produced.

In the implementation of Scheme 3(a) under the Five-Year Plan for the training of Audio-Visual experts, preparations are in progress for holding an Indo-Australian Seminar for Audio-Visual Education in India during October-December, 1955 under the Technical Cooperation Scheme of Colombo Plan. The aim is to train 40 persons from the Colombo Plan countries.

The Government of India have sanctioned a sum of Rs. 3,000 to meet the expenses of a 37-day lecture tour in India of Miss Marie Seton, one of the foremost lecturers associated with the British Film Institute, London, and an authority on films and graphic arts. She proposes to visit India sometime this year.

Seminar on the Education of the Blind

A seminar on the education of the Blind, inaugurated by Dr. Helen Keller, was held at Mussoorie in April, 1955. The recommendations of the seminar have been forwarded to all State Governments. The Ministry has appointed a committee to draw up a suitable syllabus for a refresher course for teachers of the blind.

Seminar on the Education of the Deaf.

It is proposed to hold a seminar on the education of the deaf from the 19th to 24th September, 1955, to discuss all aspects of the educational and vocational training of the deaf child and adolescent.

Bal Bhavan Board

The Bal Bhavan Board has been set up as an autonomous organisation functioning under the Ministry of Education, with the object of establishing a Bal Bhavan in Delhi that will afford opportunities to children of all classes and communities in Delhi, for education through recreation and physical activities.

SECONDARY EDUCATION

Ford Foundation Projects

The Ford Foundation have finally approved a grant of $ 2,346,500 to the Government of India to be used by the Ministry of Education for implementing the following five projects:

- Seminars and Workshops on Secondary Education.
- Establishment of Departments of Extension Services in Teachers' Training Colleges.
- Establishment of Lok Vidyapeeths.
- Establishment of Rural Institutes.
- Student Apprenticeships in Village Development at Calcutta University.

Central Advisory Board of Education

The Proceedings of the 22nd Annual Meeting of the Central Advisory Board of Education have been finalised and accepted

by the Government of India. These have since been circulated to State Governments and other authorities concerned for implementation.

Scheme No. 6—Assistance to Voluntary Organisations

The following voluntary institutions have been subsidised under the Scheme:

(i) Avinashilingam Trust School (Home Science) for Girls, Coimbatore, Madras.

Grant (non-recurring): Rs. 1,92,720.

1st instalment: Rs. 93,360.

(ii) Banasthali Vidyapeeth, Jaipur.

Grant: Rs. 1,13,140.

1st instalment: Rs. 50,000.

Loan: Rs. 1,71,600.

(iii) Vidyodaya Girls' School, Madras.

Grant sanctioned in 1953-54: Rs. 2 lakhs

1st instalment: Rs. 75,000.

Scheme No. 4(b)—Improvement of Selected Secondary Schools

The following grants have been sanctioned:

State	*Amount of Grant Sanctioned.*	*First Instalment*
Tripura	Rs. 51,870/-	
	Rs. 9,870/- Recurring Rs. 42,000/- Non-Rec.	12,967/-
Coorg	19,140/-	11,7.15/-

Grants to Public Schools

Ad hoc grants to the extent of Rs. 25,000 Rs. 15,000, Rs. 10,000 and Rs. 25,000 have been sanctioned to the Doon School, Dehra Dun, Daly College, Indore, M.G.D. Girls' Public School, Jaipur and the Birla Vidya Mandir, Naini Tal, respectively for the year 1955-56.

Government of India Merit Scholarships in Public Schools

The working of the scheme was reviewed and the following main decisions were taken for the award of scholarships for the next academic year:

The number of Regional Centres has been increased from five to ten.

The application fee has been raised from 8 as. to one rupee to meet the extra cost likely to be involved towards T.A. etc. of the candidates to be called for interview.

The preliminary selection of the candidates has been entrusted to the Ds.P.I./Ds.E. or officer of equivalent status of the State Governments.

The Central Selection Committee will visit all the ten centres to interview and test the candidates elected by the D.P.Is. etc.

In response to the directions of the Government of India that all State Governments and Public Schools should institute scholarships in their Public schools on the same lines as under the Government of India Scheme, the following have instituted scholarships.

Andhra State 4; Tripura State 3; Lawrence School, Sanawar 22; Lawrence School, Lovedale 8; Rajkumar College, Rajkot 2; Daly College, Indore 1; Mayo College, Ajmer 9.

YOUTH WELFARE

Youth Welfare Unit

In order to concentrate more closely on Youth Welfare work, a separate Unit has been set up in the Ministry with effect from the 16th May, 1955.

Seminar of Principals

To secure the cooperation of principals of colleges in programmes of youth welfare, the first Principals' Seminar, was held at Sabathu (Simla Hills) from the 12th to the 16th April, 1955, attended by selected Principals of colleges affiliated to the universities of Punjab and Jammu and Kashmir.

The main points discussed were (a) need of greater financial aid to private colleges as an indispensable condition for raising their tone; (b) the need to guard colleges against political and outside influences; and (c) the need to build up the prestige of the teachers as the leaders of the youth.

One of the recommendations of the Seminar was that every State, university and college should set up a Youth Welfare Committee.

Dramatics Training Camp

At the conclusion of the above Seminar, a Dramatics Training Camp was conducted at Sabathu from the 17th April to the 14th May 1955 for 23 selected members of staff from the universities of Bombay, Baroda, Gujerat, Nagpur, Punjab, Saugar, S.N.D.T. Jammu and Kashmir and Rajputana.

The actual expenditure for the Seminar and the Camp was about Rs. 11,000.

Labour and Social Service Camps

The ninth meeting of the Committee on Youth Camps and Labour Service was held on the 29th June, 1955. The following main decisions were taken:

(a) The grant on food per camper per day be reduced from Rs. 1-8-0 to Rs. 1-4-0.

(b) The upper limits of Rs. 15 lakhs should be fixed for grants to be sanctioned to any one agency for conducting labour and social service camps in a year.

During the period under report, a sum of Rs. 31,53,951 has been sanctioned for conducting 533 camps in different parts of the country in which about 44,481 campers have rendered manual labour service on works of national utility.

Campus Work Projects

At its eighth meeting the Committee on Youth Camps and Labour Service decided that grants for the construction of projects should be given to educational institutions on condition that the projects should be primarily intended for students and located as far as possible on the premises of the institution.

During the last financial year, grants were sanctioned mainly for the construction of swimming pools and open-air theatres, but now the committee has decided to include other projects like the construction of stadia, pavilions, gymnasia and recreation halls and has also fixed the ceiling for grants for these projects.

So far a total grant of Rs. 2,79,082 has been sanctioned to eight universities and two State Governments.

Physical Education

In addition to the existing two Sub-Committees of the Central Advisory Board of Physical Education and Recreation, another Sub-Committee has been set up to prepare a syllabus of Physical education for girls only. The first meeting of this Sub-Committee was held on the 28th May, 1955 for preliminary discussions.

The Government have paid a grant of Rs. 37,500 to K.S.M.Y.M. Samiti for research in Yoga and a token grant of Rs. 2,000 to Hanuman Vayayam Prasarak Mandal, Amravati for Physical education. In addition, a 30-year interest-free loan of Rs. 1,00,000 has been paid to the Y.M.C.A. College of Physical Education, Madras, for the construction of a Women's Hostel.

Scouting and Guiding

A sum of Rs. 10,000 has been granted to the Bharat Scouts and Guides, National Head Quarters, New Delhi, for sending Boy Scouts to Canada to participate in the Eighth World Scout Jamboree scheduled to be held in August, 1955.

Sports

At the second meeting of the Sports Council held on the 7th May, 1955, the aims and objectives of the Council were discussed. In addition it was desired that each federation should submit schemes for coaching and improvement of sports facilities and send in proposals for raising the standard of games.

During the period under report a sum of Rs. 26,761 was sanctioned to various sports organisations for sending teams abroad, for inviting teams to India and for the development of sports in the country.

Inter-University Youth Festival

The second Inter-University Youth Festival is proposed to be organised by the Ministry from the 23rd to 30th October, 1955. The main items of competition, open to students of the age-group 14-22 will be: Arts and Crafts including Painting (oil or water), Drawing (Pen or Pencil), Sculpture, Photographs, Handicrafts (General or Women's); Drama (One-Act Play); Classical Dance; Vocal Classical Music; Instrumental Music; Radio Play; Hindi Elocution; Group Dance; and Group Singing.

UNIVERSITY EDUCATION

The Government of India have placed at the disposal of the University Grants Commission a sum of Rs. 53,15,000 towards expenditure on grants to universities and its establishment expenses for the year 1955-56.

Grants to All-India Institutions

During the quarter ending 30th June, 1955, the following grants were paid to all-India institutions working in the educational and literary fields:

Name of Institution	*Amount of Grant Paid.*
Jamia Millia Islamia, Delhi.	Rs.
Gokhale Institute of Politics and	40,000
Economics, Poona.	8,000
Indian Economic Association, Bombay.	35,000
The Asiatic Society, Calcutta.	25,000
Shri Kashi Vidyapith, Banaras.	5,000
Gurukul Kangri, District Saharanpur.	25,000
Total	1,38,000

TECHNICAL EDUCATION

Grants to Engineering and Technological Institutions

During the period under review, grants amounting to Rs. 4,46,000 were paid to two institutions, the College of Engineering and Technology, Jadavpur and the Victoria Jubilee Technical Institute, Matunga, Bombay.

Development of Scientific and Technical Education and Research

During the period under review the following grants were paid under the scheme:

	No. of Institutions to which grants were paid	*Grants paid* Non-Recurring	*Grants paid* Recurring
		Rs.	Rs.
(i) For post graduate courses	4	2,24,000	..
(ii) For under-graduate courses	8	6,19,400	81,000
		8,43,400	81,000

Loans for Hostels

During the quarter ending the 30th June, 1955 interest-free loans totalling Rs. 20,85,250 were paid to ten institutions for the construction of hostels.

Practical Training Stipend Scheme, 1955-56

Under the above scheme, about 850 training places for fresh graduates and diploma holders in Engineering and Technology have been secured in private industrial concerns and technical departments of the Government. Arrangements are in progress for the selection of candidates through the Regional Training Committees.

Association of Principals of Technical Institutions (India)

Out of Rs. 15,000 provided in the budget for 1955-56, a sum of Rs. 7,500 as first instalment of the grant has been sanctioned to the Association of Principals of Technical Institutions (India).

Grant to Individual Research Workers for Fundamental Research.

A provision of Rs. 3,00,000 has been made this year for the above purpose.

All-India Boards of Technical Studies

(a) At its meeting held in May, 1955, the Applied Art Board appointed an expert committee to prepare a detailed scheme for the establishment of a Central School of Printing Technology.

School of Town and Country Planning

A Government resolution for the establishment of a School of Town and Country Planning at Delhi has been issued.

Indian Institute of Technology, Kharagpur

A sum of Rs. 10·6 lakhs for building and Rs. 5.295 lakhs for equipment has been sanctioned to the Indian Institute of Technology, Kharagpur, for the introduction of post-graduate courses as recommended by the All-India Council for Technical Education.

Propagation and Development of Hindi

(i) The Seventh Meeting of the Hindi Shiksha Samiti was held at New Delhi on the 27th April, 1955. The Samiti recommended *inter alia* that the Central Government should assist the State Governments in starting training institutions for Hindi teachers and should agree to expand the facilities for teaching Hindi by ensuring the appointment of an adequate number of Hindi teachers in at least one school in each district. It was also decided that the list of 500 basic Hindi words, which would constitute the minimum standard of

literacy in Hindi, should be circulated to all State Governments before the terms were finalised.

The four Regional Committees, recommended by the Hindi Shiksha Samiti at its sixth meeting, have since been set up and have been asked to submit their reports to the Government of India by the 31st October, 1955.

A grant of Rs. 5,000 has been sanctioned to the Sansadeeya Hindi Parishad, New Delhi, for running Hindi classes for Members of Parliament, publication of Devnagari and Raj Bhasha Magazines, etc.

(ii) The Hindi Library has at present a collection of 5,049 books and subscribes to 52 journals.

(iii) A Convocation to award diplomas to the 299 candidates who passed the third Hindi Prabodh Examination held in November, 1954, was held on the 14th June, 1955. Prizes in the form of Hindi books worth Rs. 50, 30 and 20 were awarded to the candidates securing first, second, and third positions respectively in the examination.

(iv) The Committee on the Basic Grammar of Hindi held two meetings at Poona, one from the 12th to the 18th May, 1955 and the other from the 28th May to the 1st June, 1955. The author of the draft English version has been requested to prepare a revised draft in the light of the suggestions made by the Committee.

(v) (a) A grant of Rs. 24,000, payable in eight equal quarterly instalments, has been sanctioned to Shri G. Martirosi, Director, International Commercial Information Service, Madras, for the preparation of six-language dictionary. The first instalment of Rs. 3,000 has been paid to him.

(b) A grant of Rs. 25,000 has been sanctioned to the Receiver, Hindi Sahitya Sammelan, Allahabad, for the preparation of Standard English-Hindi Dictionary out of which a grant of Rs. 15,000 has been paid to the Sammelan.

(vi) It has been decided to prepare standard manuals on the basis of the Hindi terminology evolved by the Board of Scientific Terminology. For the present five standard manuals in the following subjects are to be prepared:

Chemistry, Physics, Mathematics, Botany, and Social Sciences.

(vii) The constitution of an expert committee on Legal Terms has been finalised.

Scientific Terminology in Hindi.

The finalised lists of Technical Terms in Hindi, relating to Physics, Chemistry and Botany have been published and are available for sale with the Publications Section of this Ministry and the Manager of Publications, Civil Lines, Delhi.

The provisional lists of terms in Transport, Railways, Posts and Telegraphs, Defence and Agriculture were revised in the light of comments received from different sources and the lists so revised have been approved by the Board of Scientific Terminology.

Further provisional lists of terms relating to Defence, Transport and Zoology have been circulated to the State Governments, Ministries, Universities and other important bodies and individuals for their comments.

Hindi Exhibition

An exhibition of Hindi books, maps, charts, etc. was organised by the Ministry at New Delhi from the 12th to the 21st August, 1955. Its object was to give the general public an idea of the progress and development of Hindi as well as a glimpse of the scope of modern Hindi literature.

Modified Overseas Scholarships Scheme, 1955-56

Out of the 25 fresh scholars selected under the scheme, the scholarship of one has been cancelled.

London Institute of Education Fellowships, 1955-56

Against the two awards offered by the Institute to Indian nationals for 1955-56, only one candidate was selected. No other candidate was found suitable.

General Cultural Scholarship Scheme, 1955-56

Selection has been made for all 100 scholarships under the scheme.

Scholarships to South and South-East Asian Countries 1955-56

Seats have been reserved in educational institutions in India for 75 Nepalese students and 13 students from Sikkim. Some seats have also been reserved for Philippines students.

Norwegian Government Scholarship, 1955-56

A candidate has been selected for the above award.

Netherland Government Fellowship, 1955-56.

A candidate has been selected for the above Fellowship.

Italian Government Scholarships, 1955-56

Selection of candidates for the award of three scholarships was finalised in August, 1955.

Israel Government Scholarship, 1955-56

The offer of one scholarship by the Israel Government to an Indian national for post-graduate research work in Arid Zone Farming or Science (Physics, Chemistry or Biology) has been publicised.

Sao Paulo University, Brazil Fellowships, 1956

The standing offer of ten Fellowships from the Sao Paulo University for post-graduate students of various universities (national and foreign) has been publicised.

Unesco Fellowship in Arid Zone Research, 1955-56

The offer of a fellowship to an Indian national for study abroad in the field of research methods in Arid Zone problems during 1955-56 has been publicised.

Unesco Fellowship in Educational Psychology, 1955-56

The offer of a fellowship to an Indian national for study in Educational Psychology at the International Institute of Child Study, Bangkok, Thailand, during 1955-56, has been publicised.

Unesco Fellowship in Oceanography, 1955-56.

The offer has been publicised.

U.N. Social Welfare Fellowships and Scholarships Programme, 1955-56

Four candidates have been selected by the U.N.O. for the award of fellowships and one candidate for a scholarship in various social welfare fields.

Unesco Technical Assistance Fellowships and Scholarhips Programme, 1955

Under the above programme, four Fellowships have been offered by Unesco to Indian nationals for training abroad—three to nominees of the Indian Institute of Technology, Kharagpur and one to a nominee of the Ahmedabad Textile Research Institute.

'Ad Hoc' Scholarships by West Germany, 1955-56

The names of the selected candidates have been recommended to the West German Government for the award of six scholarships offered for post-graduate doctorate study in West German universities.

Brush Aboe Group (England) Commonwealth Scholarships 1955-56

Selection of a candidate for the above scholarship has been made.

Austrian Government Offer of Apprenticeships for Practical Training, 1955-56

Names of 23 candidates selected for practical training in Austria against the offer of 29 places have been recommended to the Austrian Legation in India. For three places the High Commissioner for India in the U.K. has been requested to recommend three suitable candidates. Three awards have been declined.

Technical Cooperation Scheme (Colombo Plan) and Technical Cooperation Mission (Point Four Programme) 1955-56

Names of 34 candidates out of 42 recommended under the Colombo Plan and 13 candidates out of 16 recommended under the Point Four Programme have so far been approved by the Ministry of Finance.

International Association for the Exchange of Students for Technical Experience, 1955-56

16 awards for practical training of Indian nationals in various subjects received under the above Exchange Programme from various countries, that is, West Germany, Netherlands, Sweden, Israel, Yugoslavia, Austria, Finland and Denmark, have been accepted. The offers for practical training of one student each from Austria, Finland and Denmark are on a reciprocal basis.

Scheme for Award of Scholarships for Higher Studies in Hindi, 1955-56

Twelve scholarships have been awarded under the scheme to students belonging to non-Hindi speaking States for studies in institutions of higher learning in the Hindi speaking States.

Research Scholarships in Humanities

The scheme has been sanctioned for 1955-56. Applications were invited for the award of 100 scholarships, each of the value of Rs. 200 p.m. The awards will be made on the recommendations of a selection committee set up for the purpose by the Government of India.

Government of India Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme, 1955-56.

Under the scheme funds amounting to Rs. 130 lakhs have been made available for award of scholarships among the Scheduled Castes, Scheduled Tribes and Other Backward Classes in the ratio of 45:15:40 respectively.

The Means Test applicable to these scholarships has been revised. No scholarships will now be awarded ordinarily to students whose parents'/guardians' monthly income is Rs. 400 or above.

It has been decided to award scholarships under the scheme to all eligible 'Fresh' Scheduled Castes and Scheduled Tribes candidates who have passed the last annual examination.

About 14,000 applications for the renewal of scholarships had been received up to the 15th July, 1955. Scholarships of about 2,900 students who have been admitted to the next higher classes have been renewed.

Passage grants to four students belonging to Other Backward Classes who were awarded foreign scholarships without free passage, have been sanctioned.

Out of 12 candidates awarded Overseas Scholarships for 1955-56, admissions for five have so far been arranged.

CULTURAL ACTIVITIES

A sum of Rs. 1,500 has been paid to M. C. Sarkar & Sons Ltd., Calcutta for the publication of a Bengali edition of the English publication, 'History of Philosophy—Eastern and Western'.

An *ad hoc* grant of Rs. 4,000 for the year 1955-56 has been given to the Union for the Study of Great Religion, Madras, towards the expenses incurred on the first Seminar held at Bangalore from the 25th May 1955 to the 4th June 1955.

An *ad hoc* grant of Rs. 5,000 for the year 1955-56 has been sanctioned to the Salar Jung Estate Committee at Hyderabad-Deccan for publishing the manuscripts of Dakhini Literature in consultation with the Dakhini Literature Publishing Committee.

An *ad-hoc* grant of Rs. 10,000 for the year 1955-56 has been sanctioned to Shri A. Goswami of Calcutta towards the publication expenses of the book entitled "Indian Temple Sculpture"

An *ad hoc* grant of Rs. 10,000 for the year 1955-56 has been sanctioned to the Bharatiya Vidya Bhawan, Bombay, for their publication entitled "Indian Inheritance".

A sum of Rs. 3,00,000 has been sanctioned in connection with the expenses to be incurred on the Indian Cultural Delegation to China that left India on the 5th June 1955, for a programme of eight weeks in China.

The Education Ministers of India and Pakistan met at New Delhi from the 13th to 18th May 1955, to discuss the question of India Office Library, London. They will continue their talks later.

The Exhibition of 'Indian Art through the Ages' that was sent abroad in November, 1954 to tour round various countries, is now showing at Damascus.

A sum of Rs. 41,24,531 has been sanctioned for the first phase of the construction of the National Museum at New Delhi.

Under the scheme of financial assistance to eminent writers and artists in indigent circumstances, 46 persons have been granted a monthly allowance ranging from Rs. 75 to Rs. 150 each.

As an experimental measure in the field of education and cultural activities, a sum of Rs. 2,500 has been sanctioned from the Minister's Discretionary Fund, to Dr. Baij Nath Puri of Lucknow University, for the publication of his books 'India in the Times of Patanjali' and the 'History of the Gurjara-Pratiharas'. This was done on the recommendation of the U.P. Government.

A sum of Rs. 3,000 has been sanctioned from the Minister's Discretionary Fund for bringing out the English translation of 'Sri Chaitanaya Charitamrit' by Shri Nagendra Kumar Roy of Calcutta. The work has been recommended by the Government of West Bengal who have also contributed an equal amount for the purpose.

The Government of India have sanctioned a sum of Rs. 21,000 for purchase of books for the Central Libraries in British Guiana, British West Indies and small libraries in British Guiana and five smaller islands.

Books on Indian art, culture, history, language, etc., have been sent to the Ministry of External Affairs for presentation to the following:

Arts Council, Ceylon; Medical Institute, Colombo; an Institution in Bonn: Charles University, Prague; School of Oriental Studies, Durban University.

First Meeting of Directors of National Scientific Research Centres in Milan, Italy

Unesco convened a meeting of the Directors of National Scientific Research Centres in Milan, Italy from the 15th to the 19th April, 1955 for exchange of views and information on different international problems concerning scientific research. Dr. K. S. Krishnan, Director, National Physical Laboratory, New Delhi represented India.

18th International Conference on Public Education

Dr. A. M. D'Rozario, Secretary, Education Department, High Commission for India in London, attended the above conference held at Geneva from the 4th to the 12th July, 1955, as India's Delegate. The agenda included discussions on problems relating to the financing of education, the teaching of visual arts in Primary and Secondary schools and the annual reports of Member States on the progress of education.

Unesco Technical Aid Under Normal Programme

Unesco has been requested to provide aid in the form of experts, equipment and fellowships for the following projects under the above programme.

1. Organisation and Development of Technical and Vocational departments of the proposed Multi-Purpose Secondary schools in India (Ministry of Education).
2. Production of Textbooks (Ministry of Education).
3. Training in Arts and Crafts in relation to Community Development (Ministry of Commerce & Industry).
4. Rehabilitation and Development of Punjab Government's Archives and Museum (Punjab Government).
5. Development of Communication Services: Press, Printing, Radio and Television etc. (Ministry of Information and Broadcasting).
6. Terminological Bureau of INSDOC (Ministry of N.R. and S. R.).
7. Development of Science Museum in the National Physical Laboratory (Ministry of N.R. & S.R.).

Unesco Assistance to Associated Projects

Unesco has provided a sum of $100 to the Connemara Public Library, Madras, recently included in their system of Associated Projects, for purchase of books on Library Science.

Fundamental Education Centre

Unesco proposes to give the following aid to a Member State that may set up a National Fundamental Education Centre:

(a) services of two experts.

(b) equipment of the value of $10,000.

As the Government of India have decided to set up a Fundamental Education-cum-Basic Education Research Centre in Delhi, Unesco has been requested to give the proposed aid to the Centre.

Unesco Experts

(i) Research in Textbooks

Mr. L. R. Fernig of the Unesco Clearing House assisted the Central Bureau of Textbook Research as Unesco expert, for about three months.

(ii) Scheme of Micro-filming Ajanata Paintings

The stay of Mr. David De Harport who has been working as Unesco expert attached to the Department of Archaeology in India, in connection with the above scheme, has been extended.

Unesco Questionnaires

The following questionnaires have been received from Unesco and action on them is in progress:

(i) Questionnaire on newspapers and other periodicals, for collection of statistical data of publication and circulation of newspapers and other periodicals in India.

(ii) Questionnaire on newsprint and other printing and writing papers, for collection of statistical data of production, exports and imports for newsprint and printing paper.

(iii) Questionnaire for collection of statistical data on book production in the year 1953 and 1954. The information is intended to be published by Unesco in the United Nations Statistical Year Book and Unesco Publications 'Basic Facts and Figures' and 'Unesco Bulletins for Libraries'.

(iv) Questionnaire for collection of statistical data on libraries in India and obtaining information regarding the definitions and classifications that are in use in different countries including India.

(v) Questionnaire for collection of information about the various experiments and activities which have been carried out in India in the field of Parent education. This questionnaire is in connection with an international conference of experts on the subject of Parent education which is being arranged by the Unesco Institute of Education at Hamburg from the 7th to the 16th September, 1955.

Mr. Thoob Nounqoung, Cataloguer at the Bangkok National Library, Bangkok, (Thailand), who has been awarded a fellowship to study the organisation and technical equipment of micro film units and the organisation of bibliographical and other library services at the INSDOC (N.P.L.); has arrived and started his research studies.

Unesco Survey on Type Composition Costs—Material From India

Certain institutions that are engaged in graphic arts research programmes have requested Unesco for assistance to help them in the development of more economical and more productive typesetting equipment. This research work will also deal with the application of photographic techniques and modern control circuitry to the composition of complex writing forms such as the Devanagri script. Unesco has taken up the survey and solicited information in the form of a questionnaire on composition costs to enable them to assist in the development of machinery promoting the economical and efficient composition of Devanagri script. The Indian National Commission has been asked to give names of the leading Indian Newspapers, with large, middle and small circulation.

Unesco International Coupon Scheme

Book Coupons, sold during the quarter ending 30th June 1955, amounted to \$10,511·62. That brings the total sale to \$255,939·27.

Coupons for Scientific Material sold during the quarter amounted to \$15,798·27 which brings the total sale to \$323,551·61.

Educational and Scientific Film Coupons sold during the quarter amounted to \$2,990·00 which brings the total sale to \$30994.78.

Protection of Children from the Undesirable Influences of Mass Media of Communication

Unesco proposes to establish an international organisation to study problems concerning children and young persons in their relation to the press, the radio, films and television.

An informal meeting of the representatives of the Ministries of the Government of India and non-official organisations was held on the 15th July, 1955. The meeting was in favour of setting up an advisory body that would undertake some positive activities in this direction.

Central Education Library

In response to a request from Unesco in connection with the proposed world list of Educational Journals, a list of Indian Educational Journals with all details has been collected and is under tabulation.

A bibliography on Basic education has been revised and compiled.

A new feature-abstract of educational articles from various Indian educational journals has been taken up and the first issue of "Indian Educational Abstracts" is under print.

Central Secretariat Library

Approximately 23,000 U.S. Government publications were received in exchange, listed and distributed to various offices.

618 books were added during the quarter.

Educational Information

During this period 957 enquiries (India) and 1,386 enquiries (abroad) on various educational topics were dealt with. 434 visitors sought information from the Information Library.

Information on the following topics has been compiled and forwarded to various Advisory Bureaux:

List of Academies/Institutions and Scientific Societies which accept foreign members.

Minimum age for admission to the universities in India.

Islamic studies in India.

Courses in 'City Design' at the University of Miami, U.S.A.

A Post-graduate Course in Environmental Control Engineering & Resources Utilisation at the Royal Technical College, Glasgow.

Courses in Forestry in France, Switzerland, Canada and Japan.

Educational Statistics

The publication 'Education in India, 1951-52—Vol I' has been published.

The following publications are under preparation.

'Education in India, 1952-53 (Vols. I and II)'.

'Education in the States of the Indian Union, 1952-53'.

'Education in Centrally Administered Educational and Research Institutions, 1954-55'.

'Education in India—A Graphic Presentation'.

'Education in Universities in India, 1953-54'.

Information relating to 'System of School Classes' and 'Pay Scales of Primary and Secondary School Teachers' for 1954-55 was compiled and cyclostyled.

Sixty major statistical enquiries were attended to.

Publications

The following publications have been brought out during the quarter under review:

1. Teachers' Handbook of Social Education (Third Edition).

2. The Single-Teacher School, by J. P. Naik (Reprint).

3. Proceedings of the Sixth Meeting of the All-India Council for Technical Education.

4. Student Indiscipline, by Humayun Kabir (Second Edition).

5. Minutes of the Workshop on Vocational Guidance.

6. The Rural Primary Teacher by E. A. Pires.

7. The June, 1955 number of "The Education Quarterly".

8. Madhyamik Shiksha ke liye ek ayojana (Hindi Edition of 'A Plan for Secondary Education').

9. Provisional Lists of Technical Terms in Hindi—Zoology.

10. Technical Terms in Hindi for Secondary Schools in—(a) Botany, (b) Chemistry (c) Physics.

11. A Note on "General Information for Indian Students Going Abroad" (Reprint).

12. A Folder—"Publications, Ministry of Education".

13. A Folder of "The Education Quarterly".

14. Hindi Exhibition Folder (English and Hindi).

3,755 copies of publications were sold during the period under review for a cash return of Rs. 2,765-15-0.

National Archives of India

184 books dealing with the life of Mahatma Gandhi and the Freedom Struggle in India were presented by Miss Raj Rallia Ram, Lahore, to this Department through the Ministry of External Affairs, Government of India. 412 books and periodicals have been added to the Library.

On an average 28 scholars worked in the Research Room.

The six scholars selected under the National Archives of India Fellowship Scheme are conducting their research in the Historical Section.

National Library, Calcutta

During the quarter under report, an exhibition called "The Carey Exhibition of Early Printing and Fine Printing" was arranged at the Library on the 26th May 1955. The Exhibition lasted for a month. It was intended to draw public attention to the pioneer efforts that made Indian language printing a reality and illustrated the history of printing.

Another important activity of the Library during the period under review was a tour of South India (extending over 3,700 miles) undertaken by the Superintendent of the Cataloguing Division II, in connection with the compilation of National Bibliography of Sanskrit literature produced in India during 1901—1953.

(continued from page 226)

The individual school must be given freedom to develop its own character; the teacher in it must be given a proper measure of liberty. The ultimate control of education that lies with elected bodies must never impose such a uniformity on the schools that the individuals in them lose all sense of initiative and responsibility. In some areas there are danger signs that this is happening.

In this, as in most of our other educational problems, the best hope of a solution lies in an informed public opinion, that is prepared to give to education its proper place in the national life. The creation of such a public opinion is itself, perhaps, the greatest of our educational tasks.

It is that which must form the basis for all our other reforms, whether they concern the supply of teachers or buildings, the evolution of a rational and humane curriculum or the maintenance of an enlightened administration. Only if it learns to give to education its true importance can democracy prosper, either materially or spiritually.

A CHILDREN'S VACATION CLUB

A bored child is an unhappy child and an unhappy child makes an unhappy home. Education for the proper use of leisure is regarded in progressive countries as a necessity and one of the goals of schooling. It is believed that play has therapeutic value. Play is the child's way to education—in the social as well as intellectual sense. It provides the much needed release to his faculties to function in a free way. Obviously then provision for this is not optional; it is an obligation.

If boys and girls are the country's priceless possession, if providing them with character building activities at an impressionable period can be of any use or consequence, if the way they spend their vacation is of importance to their lives in general and to their school work in particular, then it is the duty of all educators and civic-minded citizens to ensure that children's vacation activities are suitably planned, well supervised and exploited to the fullest extent for the development of a child's personality. During holidays, when schools remain closed, children often deteriorate in health and form bad habits and attitudes. To guard against this, a club for children was started at Belgaum in the summer of 1954.

A Cool Retreat

The Children's Vacation Club of Belgaum was started in May last year under the auspices of the Scout Association, the local schools, civic leaders, the Rotary Club and the Teachers' College to provide local pupils with a cool and well-equipped retreat during their holidays. Its aim was to develop some useful habits among them—the habit of reading during leisure and of mixing with others of similar interests, to give them some experience of organising and running their own club on democratic and self-governing lines. For the holidays, the Club was housed in the large and airy new rooms of the Teachers' College.

But the main advantage of this project was to bring together pupils of different schools for pleasurable and profitable activities. Normally, children of one school have no contact with pupils of another school. It is necessary and desirable for pupils to develop a wide circle of acquaintance and meet students of other schools, so that their interests can be wider, their friendships more broad-based. And there is no better way of achieving this than in an environment of play and pleasure.

Activities and Membership

The Vacation Club of Belgaum is an illustration of the fact that a useful institution can be managed economically and successfully on the basis of voluntary effort and local initiative. The main aim of the Club was not so much to make Indian children book-minded; it was to develop in them right attitudes of cooperation, solidarity and sociability through enjoyable group activities. The Belgaum Club was not started to provide a vacation reading room for children. It was a 'day camp' to provide children with a programme that would stimulate their

social, physical and intellectual potentialities. Its main function was to provide activities such as reading books, magazines and daily papers in English, Marathi and Kanarese, playing indoor games, like table tennis, carrom, ludo, draughts, and chess, and outdoor games like football, basket ball, volley ball, ring tennis, *langri* and *hututu*. There were separate rooms with these facilities for girls. The Club also provided hobbies like paper work, photography, music, painting and modelling with the help of visiting artists. Film shows were held three times a week. Hikes, picnics and educational excursions and talks were all part of the Club's programme.

A nominal registration fee of eight annas was charged as membership fee. It was felt that a membership fee would give the members a sense of ownership and responsibility, and at the same time would be low enough to make the Club accessible to the poorest. Each child carried an identification card. The membership was restricted because the total number of members that could satisfactorily be handled was 250 to 300.

Equipment for the Club

Most of the material for the Club came from the 14 High schools of Belgaum. The Headmaster of each school lent out about 100 books and play equipment which would otherwise have been lying idle during the vacation. Hardly anything was bought. Local leaders and clubs also helped by lending magazines and other reading material, and sports dealers and shopkeepers donated what they could by way of games and play equipment. Magazines and educational documentaries were contributed by the B.I.S., the U.S.I.S., some of the Consulates in Bombay, the Visual Education Department of the Bombay State and the Unesco Information Office. These film shows were educative and highly entertaining.

A Day at the Club

A day was divided into two sessions —one session from 8 a.m. to 10 a.m. and the other from 3 p.m. to 5 p.m. Thus, the children had enough time for lunch and rest at home. Each session was supervised by selected teachers and volunteers and college students. Outdoor games were organised from 5-30 p.m. to 6-30 p.m.; film shows were usually fixed for the afternoon from 4-30 p.m. to 5-30 p.m.

Suggestions from Experience

The children's Vacation Club of Belgaum might well become a pilot project in the field of many-sided vacation activities. It is a project organised and run in the conviction that the children of a community require educational and recreational facilities as much during their vacation as during the school session time. Managed inexpensively through local effort based on cooperation, a holiday camp such as the Belgaum Club, may be profitably adapted anywhere in India to suit local conditions. A few hints on how to start such a club are given below for the guidance of those who would like to organise similar activities in other educational centres:

1. There should be at least two to three supervisors who could be put in charge for the whole month to run the club and to get to know the children and be of personal help to them.

2. An honorarium should be paid to the supervisors.

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AT THE HINDI EXHIBITION

THE Hindi exhibition that has just ended at New Delhi, was more of a public library than a mere exhibition. At all times during 'open' hours, visitors of all ages sat pouring over books, oblivious of the buzz of fans or the coming and going of people. From 4-30 p.m. to 8-30 p.m. on week days and from 2-30 p.m. to 8-30 p.m. on holidays, a steady rush of visitors flowed into the Postal Centenary Hall of Eastern Court, where the Ministry of Education had organised a ten-day exhibition of Hindi books, maps and charts.

It was inaugurated by the President of India, Dr. Rajendra Prasad on August 12th, 1955. About seven thousand people (a record number for anything so learned) visited the exhibition.

The main aim of the exhibition was to give the public an idea of the volume, extent and richness of modern Hindi literature over the stretch of the last half century. Beginning with 1900, a selection was made of about 4000 books, grouped under poetry, fiction and short stories, drama, essays and criticism, biography and memoirs, letters, sketches, travel books, books on scientific and technical subjects and children's literature. The selection was by no means exhaustive (it could hardly have been!) but it sought to be representative and to give the people some idea of the trends in modern Hindi literature.

The second object of the exhibition was to acquaint the public with the general progress of Hindi in the country since the inauguration of the Indian Republic, particularly in non-Hindi speaking areas. The pictorial panels in various parts of the Hall told the story of the efforts made by the Union Ministry and the State Governments, by organisations governmental as well as non-governmental, to popularise Hindi, to simplify it and to promote it in various parts of the country. Literature of all kinds, reference works, readers and classics were exhibited in different sections, with a guide posted at each counter to explain to the visitors the content and purport of the books on display.

Hindi Literature

In Poetry there were works as outstanding as 'Apara', 'Yama', 'Kamayani', 'Palavini', and 'Deepashikha'. Selections from Drama included 'Konark', 'Chandragupta' and 'Skandgupta'; from Fiction 'Godan', 'Chitralekha', 'Mriganayan' and 'Tyagpatra'.

In recent years translations have been growing in number and volume, for one way of promoting Hindi is to enrich it from regional Indian literatures as well as from European literatures. 'Gitanjali', 'Glimpses of World History' and 'Russia' are notable instances of this.

In general literature there was a popular series of classics displayed prominently among books of outstanding merit, with a comprehensive volume of 'Hindi Sahitya Ki Bhoomika' (Introduction to Hindi Literature) to assist the un-initiated.

Science and Technology

This section by its nature attracted wide notice and invited varied comment. One of the most important activities of the Education Ministry is the evolving of a scientific terminology in Hindi. A special Board of Scientific Terminology, consisting of eminent scientists and philologists was set up in 1950. Several expert committees were formed under this Board, each charged with the task of evolving a standard technical terminology suitable for Hindi and the other regional languages of India in a particular subject. These committees have formulated Provisional and Final Lists of Technical Terms in Hindi that were displayed in a separate sub-section to let the public see and judge for itself the measure of progress made in this field. On general science there were books like 'History of Science' and 'Progress of Science'. Books on various scientific subjects up to degree standard were available on metallurgy, engineering, mathematics, physics, chemistry, botany, geology, medicine, agriculture, anthropology as well as a selection of textbooks in science taught at schools and colleges.

Reference Works

The exhibition displayed pictorially the preparation of bilingual and multilingual dictionaries—a task that has been entrusted to competent private agencies in pursuance of the policy of the Government to enlist for this work the help of the best available men and organisations. These dictionaries were English-Hindi, Hindi-Regional language and multilingual dictionary of Hindi and five other languages. Of encyclopaedias, there was a six-volume encyclopaedia, 'Hindi Visvabharati' and a one-volume encyclopaedia called 'Visva Gyan Bharati'. In addition there was the first volume of the new popular encyclopaedia now under publication, entitled 'Gyan Sarovar'. The dictionaries ranged from 'Brihat Hindi Kosh' and 'Pramanik Hindi Kosh' (general) to 'Shasan Shabd Kosh' (English-Hindi administrative dictionary) and to dictionaries on chemistry, geology, medicine, general science, agriculture, law and all physical sciences. All these dictionaries and encyclopaedias have been published between 1950 and 1954.

Non-Hindi Speaking Areas

The exhibition tried to show the various forms in which Hindi has been popularised in the non-Hindi speaking parts of India. About 400 books were on display to show what literature has been produced in these parts in recent years and what efforts are in progress to popularise Hindi and to make the learning of Hindi easy for the people. Books in this section consisted of grammars, compositions, school textbooks, a series of 'self-teaching' books, dictionaries and other general literature.

Children's Library

Of special interest and humming with activity at all hours was a model library of children's books, where tiny tots crowded in hundreds and like little scholars, spent hours at a stretch pouring over books with touching concentration. Children's literature covered animal stories, fairy tales, adventure, history, mythology, etc.

Other Sections

Equally important, but too well known to need description at length

“ 343 सं घ की राजभाषा
हिन्दी और लिपि देवनागरी होगी.
351 हिं -दी भाषा
की प्रसार - वृद्दि करना, उसका विकास
करना ताकि वह भारत की सामाजिक
संस्कृति के सब तत्वों की अभिव्यक्ति का
माध्यम होसके, तथा उसकी आत्मीयता में
हस्तक्षेप किये बिना हिन्दुस्तानी और अष्टम
अनुसूची में उल्लिखित अन्य भारतीय भाषाओं
के रूप, शैली और, पदावली को आत्मसात्
करते हुए तथा जहां आवश्यक या वांछनीय
हो वहां उसके शब्द-भंडार के लिये मुख्यतः
संस्कृत से तथा गौणतः वैसी उल्लिखित
भाषाओं से शब्द ग्रहण करते हुए उसकी
समृद्दि सुनिश्चित करना संघ का कर्तव्य
होगा . ”

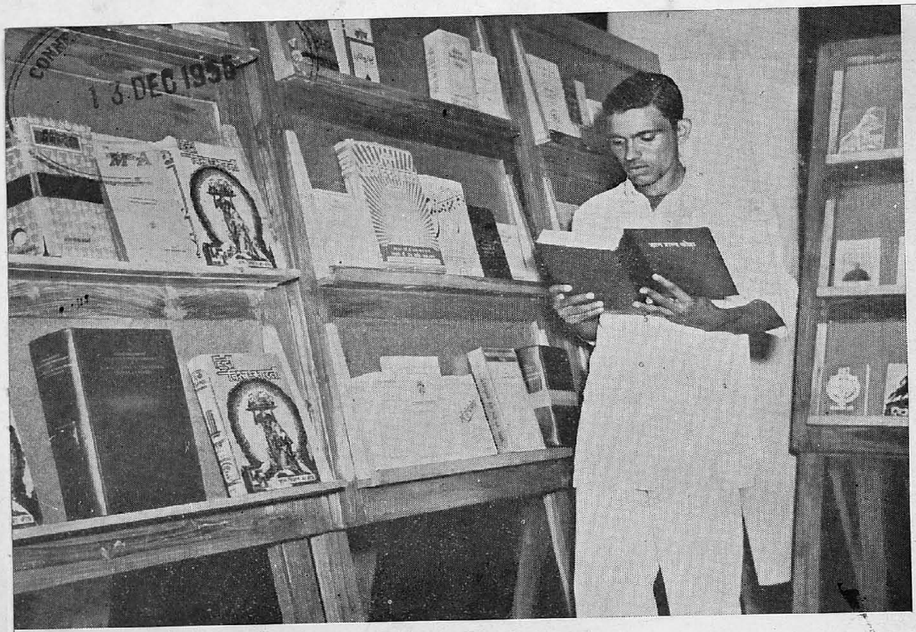
भारत का संविधान

Articles 343 and 351 of the Indian Constitution

“ 343. he official language o
the Union shall be Hindi in Devnagr
script.

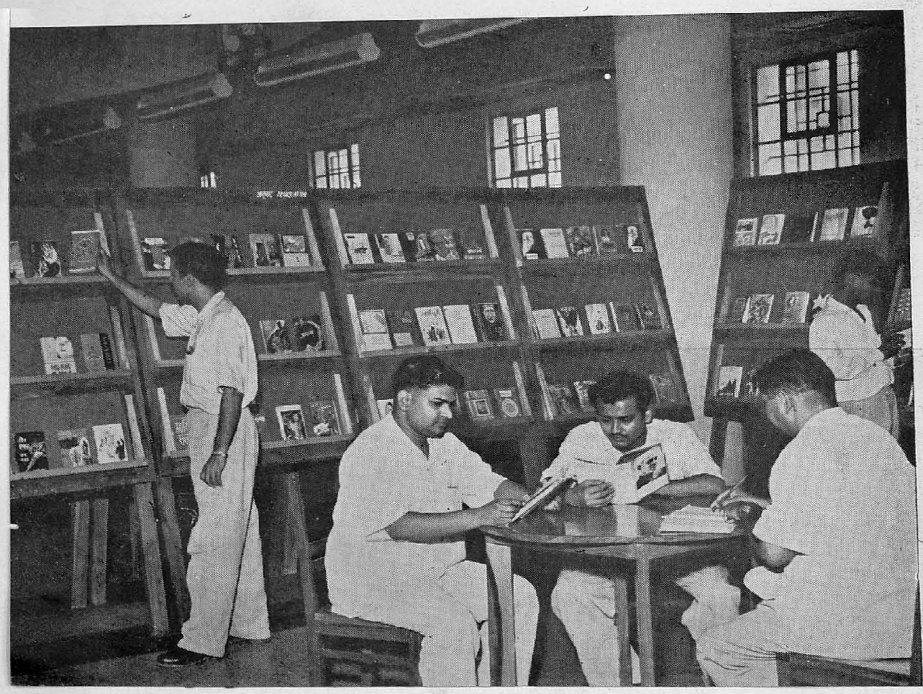
351. t shall be the duty
the Union to promote the spread of th
Hindi language, to develop it so that i
may serve as a medium of expression
for all the elements of the composite
culture of India and to secure its enri
ment by assimilating without interfering
with its genius, the forms, style and
expressions used in Hindustani and i
the other languages of India specified
the Eighth Schedule, and by drawing,
wherever necessary or desirable, for it
vocabulary, primarily on Sanskrit and
secondarily on other languages.”

Constitution of India



Reference Works

'The exhibition was even more a public library........'



was a section devoted exclusively to Gandhian literature and philosophy, displaying books written by Gandhiji or books written on him, his life and his teachings.

The two galleries on either side of the Hall carried books grouped under economics, politics, psychology, adult education, biography and memoirs, travel books, criticism and essays. A selection of prize-winning books displayed attractively in glass cases included 'Panchatantra Ki Kahaniya', 'Kurukshetra', 'Mahabharat Katha', 'Albaruni Ka Bharat', 'Jhansi Ki Rani', 'Sikander' and 'Meghdut' (Hindi). The scheme to award prizes to writers of best Hindi books was instituted by the Government in 1954 (on an annual basis), with the object of promoting Hindi and stimulating good writing in Hindi.

Maps, Periodicals, Charts

Education in our times is not complete without visual aids and among the more impressive exhibits at this exhibition were three-dimensional charts and maps. There was one large map showing various activities for the spread of Hindi that are at present being conducted in the country. Another showed the growth in Hindi literacy since 1950. A third chart indicated the grants that the Centre has made to the States for this purpose. Other maps showed the irrigation power projects of India, the principal crops of India, the geography and history of India from the earliest times; and so on.

There were no less than 50 periodicals to read, on general subjects as well as on science and technology, agriculture, industry and commerce. In the centre of the Hall were glass cases containing four typewriters with varying key-boards. One of these was a standard key-board recommended by an expert committee, that is at present under the Government's consideration.

Paintings and Decor

Pictorial panels, colourful maps and charts, flashing quiz board with answers to 24 queries apart, the exhibition attracted by its decor, its murals, pictorial features, friezes and textiles. On entering the Hall, one had a quick general view of the exhibition with a dominant centre-piece of women in varied regional costumes dancing the celebrated folk dance of Madras, as they wove bright strands into a single plait to symbolise unity through language. On either side of this mural, topping a balcony were two large pictorial panels—'The Story of a Word' and 'The Choice of a Word' indicating respectively the evolution of a new word in Hindi and the selection of a precise Hindi word to correspond to an English word. Opposite the central mural was another impressive panel 'Hindi Ki Dhara' illustrating the strength that Hindi drew from the regional languages of India.

Kala Thairani

EDUCATIONAL SUPERVISION IN INDIA

Concepts of Supervision

GENERALLY speaking, there are three different concepts of supervision in education, namely, the authoritarian, the *laissez-faire* and the democratic. The authoritarian type, as the name suggests, is dictatorial, rigid and leaves no scope for individual initiative. In India we are familiar with this concept because our educational system, modelled by the British, was primarily designed to perpetuate their administrative control over the country by means of a strict and authoritarian system of education. In that framework a hierarchy of officials was created to control schools just as there was a hierarchy of officers to run the civil and military administration. This system virtually amounted to police surveillance.

As opposed to the authoritarian type of supervision, we have what is called the *laissez-faire* concept of supervision, or the 'let alone' concept that allows schools to function freely, without any kind of external imposition or guidance. The schools are completely autonomous. This concept is the other extreme and in effect amounts to licence for unbridled action on the part of schools. It overlooks the basic principle that education is a social function and that school derives this authority from society. Organised education cannot afford to be indifferent to the direction and guidance given by various public agencies.

The third kind of supervision is democratic supervision. In educationally advanced countries like the U.S.A. it is held that supervision based on a free process of inter-action between teachers and educational administrators makes for better results in education, both from the standpoint of teachers and pupils[1]. This is known as democratic supervision. It aims at educational objectives through a series of activities planned and executed cooperatively by teachers and supervisors. Here the supervisor is not a judge or a critic who finds fault with teachers, but a friend, philosopher and guide who helps them develop into better and more effective teachers. He does not prescribe rigid rules of procedure to be followed by teachers without question. He stimulates and guides them to plan their work wisely and to execute judiciously. Thus the teachers have a wide scope for the exercise of their own initiative and resourcefulness in carrying out a programme of work.

Supervision in India

The kind of supervision that obtains in Indian schools is far from democratic. No genuine cooperation exists between the inspectorial staff and the teachers for the improvement of the educational system. The term 'inspector' suggests that the role of an inspector is primarily to judge rather than to help and guide. He is hardly

[1] Barr, A.S. "Supervision." *Encyclopaedia of Educational Research. Ed.* Monroe, W.S., New York, Macmillan 1952, P. 1372.

ever in touch with the actual situation to know much about the problems that teachers are faced with. His inspection remarks and suggestions are often communicated too late to be of any practical use to the teachers concerned. His evaluation is mainly confined to the academic side of the school curriculum, that excludes such important educational activities as games and sports, hobbies, community work, health and hygiene projects, etc. In short, a defective technique of inspection further strengthens the inadequacy of our educational programme.

Another defect of our system of supervision is that it is inadequate with regard to its frequency and duration. A school is inspected once a year and inspection lasts for only one day or two. Even this time is not entirely devoted to educational matters; a major part of it is taken up by formal checking of accounts and records of all kinds. In the report on 'Teachers and Curricula in Secondary Schools' drawn up by the international Team, it is stated that "almost all inspectors today have to devote a considerable portion of their time to administrative duties........ Most inspectors have no specific training for their jobs, and some do not even have any professional training or experience."[2]

The plight of rural schools situated far away from the headquarters of the Inspectorate is even worse. The schools receive practically no supervision. This is a sad fact because supervision is needed most in rural schools where the teachers have comparatively less of training, equipment and other educational facilities.

Scope of Supervision

The defects and shortcomings mentioned above can be removed only by carefully understanding the scope of supervision in the context of our educational objectives and goals. Generally speaking, education must provide adequate opportunities for an all-round growth of children so that they can live a happy life and as citizens, can contribute to the welfare of their community. Certain factors, therefore, that must be borne in mind when determining the scope of supervision are:

1. The basis of children's growth—children's interests, capacities, past achievements.
2. The director of the process of growth, *i.e.*, the teacher, his personal qualities, professional competence, knowledge of subject matter and skill in teaching, inter-personal relations of school teachers and the head of the institution.
3. The means of pupil growth: (a) curriculum, its functional value or social utility and its interest value to the learner; (b) methods of teaching, *i.e.* activities, projects, textbooks, supplies of educational materials; (c) the socio-physical environment for learning—lighting and seating arrangement, school plant, school organisation, recreational facilities, home conditions, community resources.

[2] *Teachers and Curricula in Secondary Schools*, Report of a Study by an International Team, New Delhi, The Ford Foundation, 1954. P. 106.

Functions of Supervision

The scope of supervision will show us that this service cannot be rendered effectively by the so-called inspector of schools as we have so far known him. The responsibility for supervision has to be shared by all school officials, *i.e.*, directors, superintendents, principals, headmasters, inspectors, and supervisors, for supervision now covers all phases of education relating to the improvement of teaching both from the standpoint of teachers and students.

All members of supervisory personnel should work in close collaboration with teachers in working out a curriculum that covers both the individual and social needs of the pupil. It must utilise community resources and prepare pupils to play their rightful role in the productive activity of the community.

Supervisors should establish close contacts with representative groups in the community in order to study the problems of children and youth and to determine the various ways in which local organisations like citizens' committees, *panchayats*, youth clubs, children's aid societies, Bharat Sewak Samaj, Bharat Boy Scouts and Girl Guides Association, etc., can aid in an out-of-school educational programme.

Another function of supervisors is to guide teachers in organising parent-teacher associations and in helping them to solve problems concerning the behaviour and activities of their children.

Teachers would benefit greatly if the supervisor demonstrated better techniques of teaching when he came to visit the school. In certain countries it is regarded as part of the supervisor's duty to devote some time to actual teaching. For instance, in Denmark an inspector is even required to teach in a school two days a week. In the report of the International Team referred to above, it is said, "it should be his (*i.e.* inspector's) duty to awaken healthy doubts as to the insufficiency of familiar routines, to provoke the unreflective to thought, to stimulate experiments by discussion and suggestion and to spread progressive ideas by serving as a link between schools". Writing on Rural education, Mr. Broady says that the supervisor should help teachers in developing tests and examinations, in determining aims and objectives of subjects taught, in reorganising and adapting courses of study, in developing the assignment and unit type of teaching.[3]

Methods of Supervision

A comprehensive programme of supervision cannot be carried out by the traditional method of inspection. It would need the use of varied techniques. In small schools it is possible for the supervisor to guide and help teachers individually by supervising their work, conferring with them, studying the causes of their failure, analysing learning difficulties of pupils, adjusting teacher-pupil differences, etc. But if the school is too big to make this individual approach impracticable, the supervisor can use group-methods for the guidance of all teachers in the school. He can hold conferences, panel discussions, forums, suggest relevant reading materials from books and magazines, arrange field trips, educational excursions and summer camps,

[3] Broady, K.O. "Rural Education". *Encyclopaedia of Education*, Ed. Monroe, W.S., New York Macmillan. 1941. P. 978.

give demonstration and model lessons, use films and other visual aids, and the like. What particular method is to be used and how, would depend upon the nature of the problem to be tackled, the situation of the school in question and the resources available for the purpose.

Role of Teachers' Colleges in Supervision

In India Teacher Training institutions have played no part in the improvement of supervision, though they can profitably provide in-service supervision for their graduates. But this is possible only where the schools surrounding a Teachers' College are staffed mostly by its own graduates. In such cases the Teachers' College can cooperate with the Directorate of Education in promoting the professional growth of teachers through supervision. Such a plan is particularly commendable for small schools in the rural areas in as much as they often have inexperienced teachers and the supervisory staff cannot devote sufficient time and attention to them. This arrangement would benefit both the Directorate of Education and the Teachers' College, relieving the former of a part of its supervisory obligations and providing the latter with an opportunity for evaluating the outcome of its own training programme applied to some practical situations in a school.

Salamatullah

(*Continued from page* 240)

3. Cooperation of all local schools and other agencies and groups like the Rotary Club, the Scouts and Guides Association, etc., should be enlisted in procuring reading material, play equipment and musical instruments, so that the Club could run economically.

4. The heads of the schools should announce this Vacation Club in advance and encourage their pupils to join it during their vacation.

5. The premises of the Vacation Club should rotate so that all localities and managements may get a turn to run it.

6. Donations from local philanthropists, cooperative societies and banks would help to meet the cost of repairs and replacements and to cover special demands.

7. Pre-planning is absolutely essential. Each day's and each week's programme should be varied and carefully planned in advance.

G. S. Krishnayya

EDUCATION *Today*

Aiding Backward Communities

In order to improve the educational facilities for the aboriginal and backward communities, the Government of *Bihar* have sanctioned a sum of (a) Rs. 29,947/- for the education of Scheduled Tribes and Harijans, (b) Rs. 1,536/- for the four Primary schools for Santhalis in the Monghyr district, (c) Rs. 3,507/- for the infant classes for Santhal Paharia in the district of Santhal Parganas, and (d) Rs. 13,153/- for the payment of arrear claims on account of improvement grant to teachers of aboriginal and Primary schools in the Palamau district.

*

The Government of the *Punjab* have awarded stipends worth Rs. 13,679/- to 112 Harijan students, thereby raising the amount sanctioned in the current financial year to Rs. 2,30,513/-. A further sum of Rs. 4,744/- was sanctioned to cover tuition and examination fees for Harijan and other Backward Classes students.

* * *

Andhra Educational Schemes under Second Plan

The proposals drawn up by the *Andhra* Government for inclusion in the Second Five-Year Plan envisage the opening in the State of three new Training colleges, one exclusively for women, one music college, one Physical education college, six new schools for the deaf, dumb and blind, one school for arts, one boys' town, three orphanages and ten reorganised oriental schools.

The Plan also provides for the improvement of the existing engineering colleges at Anantapur and Kakinada as also the various arts and science colleges in the State.

In addition, the Plan makes provision for the opening of four polytechnics and 20 training schools (ten ordinary and ten Basic).

* * *

Basic Education

The Government of *Bombay* have sanctioned this year, a budget of Rs. 13 lakhs (as against Rs. 8 lakhs during the last two years) for the expansion of Basic education at the Primary stage.

The programme includes the conversion of all the full-fledged craft schools in the State into Basic ones. Besides, Refresher Camps for the benefit of teachers in these schools will be run at an estimated cost of Rs. 25,000/-.

The State Committee appointed for the production of suitable literature for the use of training in Basic schools

has drawn up a detailed conspectus of studies and schemes of activities for pupils in standard I. The scheme is being put on trial and is proposed to be published in the form of a Handbook for Teachers.

*

During the current year, the Government of *Hyderabad* propose to convert 200 existing full-fledged Primary schools into craft-centred schools and 240 Primary schools into Junior Basic schools.

*

A Basic Education Camp was organised at the Basic Training School, Bijalpur (*Madhya Bharat*) for three weeks from June 6, 1955. All Wardha trained teachers, all Assistant Inspectors and Inspectresses, Deputy Inspectors and heads of the Basic Training schools were regular trainees of the Camp.

*

Classes I to III of the ten Primary schools and classes II and III of another 16 Primary schools in *Travancore-Cochin* have been converted into Junior Basic grades I to III and Junior Basic grades II and III respectively.

During the year 1955-56, 960 Primary school teachers have been selected to undergo Basic training in the 12 Basic training institutions distributed over the State.

*

During the period under review, a short course of training in Basic education was held at the four different centres of *Tripura* State. 200 Primary school teachers of the State underwent training which lasted for four weeks.

* * *

Changes in Curricula

The Lucknow University has just published an official pamphlet—outlining certain changes in curricula for the degree students. For all students in B.A., B.Sc., and B. Com., certain courses of lectures in General Education have to be offered with a view to making them familiar with their physical and social environment and with human values, institutions and ideals. About 30 lectures, spread over two years, will be covered in a series of three—the first on the Cultural Heritage of India, the second on Humanities, and the third on General Science. There will be no examination here but attendance will be compulsory.

*

Fee Concessions for School Children

The Government of *Madhya Pradesh* have sanctioned concessions in tuition fees to the children of low-paid government servants and teachers of schools. The children of government/local body servants and teachers whose pay is Rs. 100/- and less are exempt from paying the full tuition fees; while the children of those whose pay is Rs. 200/- and less are exempt from paying half the tuition fees. The approximate number of boys and girls who will benefit by these concessions will be nearly 3,700.

*

The Government of *Madras* have directed that, with effect from the school year 1955-56, all poor children studying in forms I to III in Elementary

and Secondary schools be exempted from the payment of school fees. A pupil will be considered poor for the purpose of this exemption if the annual gross income from all sources, of his parents or guardian does not exceed Rs. 1,200/-.

The concession will not apply to any of the special fees levied for specific purposes such as medical inspection, library, games, etc.

*

The Government of *Travancore-Cochin* have abolished the levy of tuition fees from students in form III with effect from the re-opening of schools in June 1955.

* * *

Department of African Studies

Inaugurating the Department of African Studies and the University Africa Society at Delhi University on August 6, 1955, the Prime Minister expressed surprise that such a department was not opened long ago. He believed it was of paramount importance for India and Africa to know each other, not only because they were neighbours but because the peoples of this great continent were still subjected to humiliation and deprived of their freedom. Today, the whole of Africa was in ferment. Africa, it was certain, would not remain static for long, but he hoped that the peaceful change which was taking place in some parts of Africa would also be possible all over the continent.

The Prime Minister also announced that the Ministry of Education would gladly consider the proposals of the Vice-Chancellor to establish fellowships for African students to study at the Department as also the proposal to invite some visiting professor to India for a few months each year.

There are at the moment eight members on the staff of the Department. Of these two have lived in Africa. The Vice-Chancellor said that he hoped that the other members of the staff would also be given an opportunity to visit Africa. One way to secure this would be through occasional exchanges between the staff of Delhi University and staffs of the Gandhi Memorial Academy and kindred institutions.

* * *

French Institute in Pondicherry

A French Institute for Higher Studies was opened in Pondicherry last March, following an agreement signed in October 1954 by India and France. The Institute will have three sections: the first, devoted to the study of the French language and civilisation; the second to Indology; and the third will deal with current scientific and technical problems.

In a message read at the opening ceremony, Mr. Nehru expressed the wish that the Institute would strengthen the cultural links between France and India.

* *

Primary Education

The Government of *Bihar* have sanctioned a total grant of Rs. 2,07,75,164/- for the expansion and improvement of Primary education in the State. Besides the normal grant of Rs. 26,45,692/- for Primary education, the amount will be spent on (a) the improvement of certain Middle and Primary schools; (b) the replacement of untrained teachers by trained ones; (c) the payment of dearness allowance to teachers of certain Primary and Middle schools; (d) the construction and equipment of buildings for

39 Junior Training schools; (e) the development of selected Primary schools into school-*cum*-community centres; and (f) the improvement of education in backward areas.

*

Top priority for the expansion of Primary education has been accorded in the draft proposals drawn up for consideration of the Government of *Madras* in connection with the second Five-Year Plan.

The targets in this draft aim at bringing 50 per cent more children of the age group six to 14 within the system of Elementary education and at least 30 per cent of the age group 11 to 14 within the system of Basic education.

Details of the scheme envisage Elementary education being imparted during the five years of the next Plan to at least 20 lakh more pupils of the age group six to 14; providing training for teaching personnel, estimated at about 50 to 60 thousand; opening additional schools or additional sections to existing schools; providing facilities to children like mid-day meals, books, etc.

*

Under the Compulsory Primary Education Scheme, the Government of *Madhya Bharat* have sanctioned the appointment of 1,198 teachers with a view to opening new schools predominantly in the Development Blocks and Project Areas.

Provision has also been made to open 200 Primary schools for girls during the current year.

*

The various schemes in the field of Primary education to be implemented in the State of *Hyderabad* during the current financial year include: (a) introduction of compulsory Primary education in 20 additional villages of each district; (b) establishment of single-teacher Primary schools in 34 villages; (c) conversion of existing 120 single-teacher schools into two-teacher schools, with an average of six or seven schools per district; (d) conversion of 300 voluntary aided schools into single-teacher schools, on an average of 17 per district, in villages having a population of 600 and more; (e) establishment of a Primary school-*cum*-community centre in each district; and (f) establishment of ten central Primary schools.

*

The Government of *Travancore-Cochin* have accorded sanction for the opening of 106 new Middle and Primary schools in the State during the year 1955-56. These include 15 departmental schools and 91 private schools.

*

Promotion of Hindi and Sanskrit

The Government of *Andhra* have ordered that from the academic year 1955-56, Hindi shall be a compulsory subject of study as a third language in forms I to IV and continued in forms V and VI in the succeeding years.

The time allotted for the compulsory study of Hindi will be only two periods a week. The existing syllabus in Hindi for forms I to III (third language) will be followed after deleting the clause which said "the script need not be taught."

*

Hindi has been introduced in all High schools of *Mysore* State as a compulsory subject of study. This was disclosed by the State Education Minister, Mr. A. G. Ramachandra Rao, while addressing the State Legislative Assembly. A pass in Hindi has been made compulsory for class examinations, although it is not a compulsory subject for public examinations.

*

The Government of *Travancore-Cochin* have accorded sanction to the appointment of a committee for the preparation of a Hindi-Malayalam dictionary, so as to popularise Hindi in non-Hindi speaking areas. The committee, that consists of five members, will sit for one year.

The Government of *Bihar* have made a provision of Rs. 10,000/- for the publication of Sanskrit texts and manuscripts under the Mithila Institute of Post-Graduate Studies and Research in Sanskrit Learning, Darbhanga.

Besides, the Government have also sanctioned a grant of Rs. 1,800/- to the Hindi Vidyapith, Deoghar.

*

Social Education

One hundred new centres of Social education have been started in *Bihar*. This is in addition to the 250 centres opened in 1953-54 that are being continued during the current year at a cost of Rs. 2,40,000/-.

*

A scheme of integrated library service has been introduced in the villages included in the three compact areas of Dhulia, Dharwar and Rajpipla in the *Bombay* State. The scheme will give villagers in these areas the benefit not only of books and periodicals in the existing village reading rooms but also of fresh books published from time to time.

*

Peons, gardeners and sweepers working in the Bhopal Government Hamidia Post-Graduate College have resolved to eradicate illiteracy from their midst.

They have started attending an adult literacy class run by the college for the education of its Class IV employees.

Besides the three R's they will be given general instruction including instruction on the life histories of great Indians. Easily readable matter on sanitation, prevention of disease, citizenship and the Five-Year Plan will be supplied to them after they pick up reading.

The hill men of Launsar areas (Dehra Dun) contributed the entire quantity of kerosene for hurricane lamps necessary to conduct classes for Adult education at night. The average expenditure is Rs. 13 per month.

The Community Project Administration started 19 classes on September 15, 1954 for imparting training in carpet-weaving, stick and candle making, soap manufacture, and rearing of silk worms. This has created much enthusiasm among the backward people. So far 327 trainees, including women and 42 Harijans, have received education at these centres.

*

On the initiative of the Lt. Governor of *Himachal Pradesh,* Literacy House, at Allahabad, agreed to start a 75-day literacy campaign in the State with effect from the 1st May, 1955. Accordingly five camps were organised in different parts of the State.

The staff of Literacy House gives training in the technique of teaching adults by organising camps for the teachers deputed by the State Governments. After receiving training at these camps teachers go back to their respective schools and start teaching adults.

*

The *Mysore* State Adult Education Council has submitted to the Government a plan estimated to cost about Rs. 2,23,00,000/- for Social education and library development in the State during the second Five-Year Plan period.

*

During the period under report, 92 new Social education centres were opened in the rural areas of the *Saurashtra* State.

*

Technical and Vocational Education

During the period under report, three regional polytechnics were started at Telangana, Marathwada and Karnatak in *Hyderabad* State. Each polytechnic will provide for 40 seats in the L.C.E. Diploma course.

In addition, short-term intensified courses of 18 months' duration for training Civil Engineering overseers have been introduced into these polytechnics. Arrangements have also been made to impart training in certain crafts like carpentry, blacksmithy, turning and fitting.

It is proposed to develop these polytechnics during the second Five-Year Plan by the addition of Diploma courses in Mechanical and Electrical Engineering and in Commerce and Banking.

*

Four Agricultural High schools have been opened at Sarangarh (Raigarh District), Washin (Akola District), Bohani (Hoshangabad District) and Pandharkawda (Yeotamal District) in *Madhya Pradesh.* These High schools will be of the vocational type and will prepare students completely to follow the vocation of agriculture after being trained in a school. The candidate will also appear for the Matriculation (Agriculture) Examination and will thus be on a par with other Matriculates from ordinary High schools.

The Government have also accepted the conversion of the Industrial and Technical schools in the State into Vocational High schools. These Vocational High schools will now have a four-year course leading to the Matriculation (Vocational) and will thus be of the same type and duration as ordinary High schools. Besides the training in the trade, the student will study languages, social studies and other liberal subjects. One of the industrial schools has already been converted into a Vocational High school during this year while other schools will be converted from the next year.

*

With a view to providing facilities of part-time training in technical subjects to workers employed in factories,

the Government of *Madhya Pradesh* have decided to start part-time classes for the engineering and wiremen's courses at the Government Engineering College, Jabalpur. A lump provision of Rs. 10,000 has been made in the current session for the purpose.

THE FOREIGN SCENE

Braille Meters for Blind Electricians

Thanks to electric-meters with braille readings invented by a British firm of instrument makers, blind electricians will be able to take on jobs not previously open to them. The first of the new meters were on display at an electrical engineers' exhibition in London during March 1955.

* * *

Children's Literature

An Italian Information Service for International Children's Literature was recently established at Florence for the purpose of making known to Italian and foreign publishers the best Italian books written for children; studying children's and adolescent's tests in literature through the medium of research and statistics; establishing direct contact with experts in international children's literature; promoting the establishment of children's libraries; organising courses, meetings and inquiries; preparing bibliographies on children's literature; and organising an examination service of manuscripts.

*

Each year, the city of Vienna awards a prize to the author of the best book for children published during the year, suitable for children aged between six and 14 years, and capable of contributing to their moral or aesthetic training. The Ministry of Education for Austria has now decided to offer a similar prize to be awarded for the first time in 1955.

* * *

Education of Peasants and Workers in China

The National Conference on Speedy Middle Schools and the National Conference on Spare-time Education, held recently in Peking, decided to speed up the work of training peasants and workers.

At present there are 87 Speedy Middle schools for peasants and workers with an enrolment of nearly 51,000 students. Besides, there are a number of Spare-time Middle and Primary schools that are, at present, benefitting over 27,30,000 workers and staff members in their spare-time. According to the plan for development, in 1957, the Spare-time Middle schools will have 5,50,000 students; the Spare-time High Primary classes will have 16,20,000 students and the classes for wiping out illiteracy will have 25,80,000 students. Moreover, 33,000 new students are expected to join the Speedy Middle schools during the current year, thereby raising the number of students in these schools to 84,000.

* * *

Education of Handicapped Children

A Latin-American office of coordination for the education of maladjusted children has been opened in Rio de Janeiro. Its task will be to coordinate the efforts and the work for maladjusted children carried out in Latin-America, to publish

an information bulletin and to establish contacts between teachers and specialists of the countries concerned.

*

The first nursery for spastic children in Great Britain has been opened by the Croydon Group of the National Spastics Society. This voluntary society with some 80 regional groups in England and Wales, is composed chiefly of the parents of spastics. It is engaged in providing special educational facilities for spastic children who, until recently, were all too often regarded as uneducable.

The new nursery, a part of the spastic centre at Bramely Hall, Croydon accommodates at present all children who attend three times a week from 10 a.m. to 3-30 p.m. Here the children play and receive therapeutic treatment (physiotherapy, speech therapy, etc.). One of the mothers is on duty each day to help in supervising the children. Some school children also attend the nursery where they receive special teaching one morning every week as they cannot follow normal teaching. In the evenings the nursery is open to older spastics, and adolescents can attend a course of remedial gymnastics.

* * *

How Dutch Children Aid Foreign Schools

Dutch school children have collected about three thousand dollars for gifts to schools in India, the Gold Coast and Libya. The money was obtained by the sale of Unesco Gift Coupons. School-children in Utrecht selected a school for the blind in the Gold Coast; pupils of Secondary schools in Haarlem donated their Gift Coupons to the Ranikhet High School, in India. Zaandam's students decided to help equip the Men's Teacher Training Centre set up in Tripolitania, Libya.

* * *

International Centre for Study of Ancient Textiles

An International Centre for the Study of Ancient Textiles has been set up in the *Musee Historique des Tissues*, in Lyons, France. Its purpose is to promote a better knowledge on ancient textiles and to provide central archives for the coordination of studies in other countries.

The Centre was created following a meeting in Lyons, in September 1954, of delegates from eight European countries and the United States. Membership is open to museums, universities, and other institutions as well as to collectors and those interested in textiles as related to Art, History, Industry, Archaeology and Ethnology.

* * *

Libraries and Archives in Sweden

A broad survey of practically all aspects of scientific and public libraries in Sweden as well as of many educational movements connected with their activities, has been made in a 200-page illustrated volume "Libraries and Archives in Sweden", published recently by the Swedish Institute.

Starting with a historical introduction, the book continues to describe the National Library (generally known as the Royal Library), the University libraries and their historical treasures from many lands and periods. It tells how as regards Swedish literature a Statute of Legal Deposit—issued in 1661 and one of the oldest in Europe—

made it compulsory for printers to send to the Royal Chancery two copies of everything printed. This obligation was extended some years later in favour of the Upsala University Library, and now it is valid for the University Libraries of Lund and Gothenburg as well. In Stockholm the National Library serves as the main library for the faculties.

The annual additions to the three largest University libraries amount to some 30,000 copies each. The National Library's additions include 13,000 volumes of Swedish material and 17,000 of foreign material. The larger universities and research libraries maintain regular exchange relations with about 4,000 learned bodies, libraries and other institutions outside Sweden, and most of their foreign acquisitions are based on exchange.

Besides the National and University libraries the book describes, at great length, a network of general public libraries—city, county, rural and mobile—that are engaged in catering for people in local areas. It also details the working of hospital and prison libraries, seamen's and military libraries and libraries for the blind. And, finally, it deals with library associations in Sweden and their work, inter-library lending and the use of micro-photography in this connection, as well as questions pertaining to the training of librarians and the Swedish cataloguing system.

The Swedish, archives, national, regional and others belonging to central administrative boards, are treated in a special section of the book. Mention is also made of the noteworthy achievements of certain Swedish industrial corporations, in the matter of collecting and preserving archives.

A useful appendix containing a selection of historical and current bibliographies, authorship dictionaries, and a bibliography of periodicals as well as a comprehensive index, add to the value and readability of the work.

* * *

Publication of Budhist Encyclopaedia

An international Buddhist Encyclopaedia will be published in Colombo, Ceylon, in commemoration of the 2,500th anniversary of Enlightenment of Buddha—the Sambuddha Jayanthi—which falls in 1956. The work which will appear in three volumes, is sponsored by the World Fellowship of Buddhists.

* * *

Residential College for Countrywomen

The Irish Countrywomen's Association has recently opened a residential college for its members, the first of its kind, as part of its new adventure in "Better Living". Courses already given at the college, appropriately named "An Grianon", include those on Irish folk song and dance, high-class cookery and poetry reading, good health for the countrywomen, economic meals for the family, handicrafts, millinery, household carpentry, drama and rural leadership.

* * *

Round the Foreign Universities

Moscow University recently celebrated its bicentenary. It is now one of the largest universities in the world with 22,000 students of 59 nationalities, of whom 1,860 are doing post-graduate work.

*

The University of Rochester has established a Centre for the Study of Group Relations, designed to develop better relations among the various racial, religious and social groups of the city. The centre was made possible by a gift of $40,000 from an anonymous donor. Its purpose is to foster more harmonious relations among the various groups in the community and nation through research, education and community service.

*

Yale University has received a grant of $100,000 from the Ford Foundation to help support a training programme for young foreign economists, particularly those from under-developed areas of the world.

*

New university courses have been started at some universities in the United Kingdom. Edinburgh University has decided to institute a new department in Heriot-Watt College, preparing for a degree in technological science. In Wales, two new departments, one in Political Theory and Government, and the other in Chemical and Civil Engineering, have been established at the University College, Swansea. In addition, three new chairs in Electrical Engineering, Applied Electricity and Agricultural Chemistry, have been set up at the University Colleges of Cardiff, Bangor, and Aberystwyth respectively.

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Seminar on Public Library Development

An International Seminar on Public Library Development in Asia will take place at the Delhi Public Library, Delhi, from October 6-26, this year. Thirty-five librarians and educators from 19 countries are expected to participate in the Seminar.

The Seminar will study the principal public library problems in Asia and will draft plans and proposals for the development of services, particularly in connection with fundamental education. The Delhi Public Library will serve as a "Laboratory" where participants may study the practical application of public library principles and methods discussed in the Seminar meetings.

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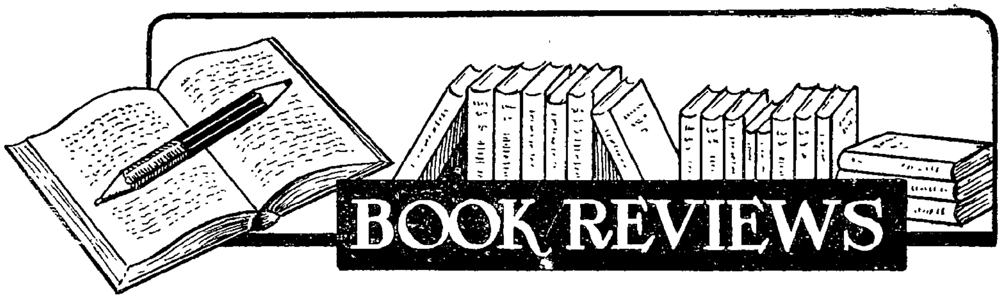
"Vacations Abroad"

Unesco has just published a new edition of "Vacations Abroad" listing eight hundred study tours, summer schools and work camps in 64 countries. This selection of educational travel opportunities is specially planned for people eager to combine holidays with a study of foreign lands, languages and peoples. "Vacations Abroad" includes details of dates, places, subjects of study and costs for such travel. This handbook is now in its seventh year. The new edition includes, for the first time, a section on Special Travel Rates to help students and young people to journey abroad as cheaply as possible.



Performance Tests of Intelligence under Indian Conditions, by C. M. Bhatia (with a foreward by Godfery H. Thompson), Geoffrey Cumberlege Oxford University Press: 1955: pp. 131. Price: Rs. 10/-.

PERFORMANCE Tests of Intelligence" by C. M. Bhatia describes a battery of performance tests (or more accurately Non-Verbal Tests) prepared by the author under Indian conditions, the tests included being Kohs' Block Design, Alexander's Passalong, Pattern Drawing (devised by the author), Immediate Memory (author's, with an alternative form suitable for illiterates) and Picture Completion (author's). The battery is meant for use on school-going as well as illiterate boys between the ages of 11 to 16 and is intended to evaluate general intelligence as well as intelligence of a practical nature as contrasted with intelligence measured by Verbal Tests. Separate norms have been given for (a) literates (with non-weighted raw scores) (b) illiterates (with non-weighted scores) and (c) literates (with weighted scores) to give the best prediction for the general factor found in the centroid analysis of the data.

The norms are based on two groups, one literate consisting of 642 boys, aged 11 to 16, and the other illiterate of 512 boys of the same age-range. The maximum possible score for the whole battery is 95 and the total time taken in the administration of the battery to an individual rather less than an hour.

Performance tests have gone out of fashion recently due to the heavy time expenditure involved in their administration. Researches have also more or less conclusively established that such tests hardly measure anything which cannot be equally effectively measured by group-tests of the paper-and-pencil type. Performance tests have, of course, their clinical use and are particularly useful in situations where the testee cannot be approached through a verbal medium; but their value in these respects is often overestimated. However, the tests described by Bhatia deserve attention for two reasons. In the first place, to the best knowledge of the reviewer, this is the first battery of performance tests standardised under Indian conditions. Secondly, the book describes the details of standardisation very lucidly and as such will amply reward perusal by students receiving training in the theory and practice of test construction.

But before the battery can be recommended for general use, one must ask for data bearing on its reliability and validity. According to the author, the reliability as measured by the split-half method is of the order of .85. The co-efficient is no doubt as high as can be expected in respect of a battery of this kind, but is certainly lower than the figure suggested by Kelley and others for individual tests, namely, .94. Also, the application of the split-half technique is not free from objection. This method should be used only when there is a reasonable certainty that the basic assumptions on which the method is based are satisfied by the data. Bhatia gives no evidence to show that these assumptions were even approximately satisfied by his data. The only proper method, in the circumstances, as is recognised by the author himself, would have been to repeat the battery on the same sample after a suitable interval and co-relate the test and re-test scores. Until this is done, the reliability of the battery must remain an open question.

The data concerning the validity of the battery also are of a suggestive nature only, for neither the teacher's opinions against which the battery was validated in respect of the literate sample nor the opinions of the villagers against which the tests were validated in respect of the illiterate group can by any means be considered to be an acceptable "criteria". Only carefully conducted research or alternatively the accumulated experience of research workers with the battery over a number of years can show how valid the battery is!

The book also describes the results of a centroid analysis of the data of the study. Two factors are indentified, one general and the other a memory factor. Indications of a third space factor are also reported, but considering that the second factor residuals were statistically insignificant, no confidence can be placed in its indentification. It is hardly necessary to point out that the description of the six tests as given by the author can be taken only as a tentative account of their factorial structure. A battery which employs only six tests of which only one is of one type and the others of another—roughly speaking—is hardly suited for a factorial examination of the tests. The author also reports significant differences between the literate and the illiterate groups and gives some information of sociological, educational and clinical interest concerning the two samples. The results are, generally speaking, in conformity with the findings reported by other workers in similar studies.

Veda Prakasha

Education and Social Change in Tropical Areas by Margaret Read, published by Thomas Nelson and Sons Ltd., London; 1955: pp. 130 price: 8s. 6d.

THE book contains results of many years' thought which the author has devoted to education in relation to the culture of the under-developed countries, particularly those within the Commonwealth of Nations. In a small phrase, the nine papers collected in this book bear on the application of anthropology to education.

There are two ways in which the anthropological point of view has benefitted education. Educationists have noted with consternation that

wherever modern education and the modern school system has gone, it has affected adversely the social stability and wholesome personality development of individuals composing the society. Anthropology should help us in avoiding this kind of disharmony. This question occurs again and again in the papers contained in this volume.

Secondly, anthropology has broadened the concept of education to include community development through the educational process. Miss Read, therefore, refers many times to the role which the education of adults plays in leading a primitive society to modern society. In fact, she has devoted a whole paper to "Adult Education in the Colonies".

In this connection, Miss Read has raised a very interesting question which, in some way, is central to the role of Adult education in the general educational development of a community, *viz.,* how are the few who are reached by the Adult Education Movement going to reach out in their turn to help the peasants to meet the shocks of social change in the modern technological age.

One of the more important papers in this connection is that of "Educational Problems in Non-autonomous Territories". This deals with the specific problems which arise when under-developed countries race to catch up with modern technological society. The issues arising out of this have been analysed by the author with skill.

In another interesting paper on "Cultural Contacts in Education", the author discusses the stages of cultural assimilation of the superior culture by the people of the primitive culture.

The problems dealt with in this book are not merely the problems of countries at the colonial stage of development. They are problems which are faced today by all countries that have lagged behind in the race for civilisation. In all countries and more so in these countries, education has to be related to the cultural pattern of a society, namely, to the people's customs and manners, to their kinship and family patterns and to the values and attitudes which they cherish.

The papers in this book are more in the nature of exploratory attempts than definite and precise solutions. This is, in fact, both the strength and the weakness of this book.

The book will be useful to all those who have a responsibility for framing an educational policy and, particularly, to those who are responsible for the development of education in the Community Development Areas and in the National Extension Service Areas in India.

Sohan Singh

The Future of English in India by Prof. A. R. Wadia; Asia Publishing House; Price Rs. 7/14/-.

THE greatest achievement of the British in India, according to Prof. Wadia, was the introduction of their language in this country. It is a heritage, which he feels should not be thrown away in a fit of pseudo-patriotism, for by doing so we may lose a great inspiring force in every department of life.

In examining the future of English in India, Prof. Wadia has examined the position of its possible rivals *i.e.* Hindi and the regional languages. On

the question of the medium of instruction he has summarised his ideas in the Preface to this book:

"(i) At the Primary stage the medium of instruction must be the regional language, which would also be the mother-tongue of the vast majority in the region concerned. Hindi may also be begun in the last two years of the Primary stage.

"(ii) At the Secondary stage the regional language will be the medium of instruction. The study of Hindi will have to be continued, but the study of English must also begin, compulsorily for those who aspire to University education.

"(iii) At the University stage it is very desirable to maintain a common medium of instruction. It will have to be English for a few years to come, but when it has to be displaced it should find in Hindi a natural successor. Regional languages at the University stage will destroy the greatest unifying mission of the English language. Even when English ceases to be the medium of instruction, its knowledge should be such as to enable a student to read English books with ease. It will be a distinct advantage to the leadership of the Indians in the international sphere if in future they can write and speak effectively in English almost as well as they do at present."

The book presents more or less a dispassionate discussion of this controversial question besides giving a lot of side information. For instance, it is interesting to find that the British rulers of India were also faced with a similar question at the beginning of their rule. Was it to be the old traditional lore through Sanskrit, Arabic or Persian, or the new scientific knowledge from the West through English? The answer came from Raja Rammohan Roy when, in 1823, he wrote to Lord Amherst asking for a "more liberal and enlightened system of instruction, embracing mathematics, natural philosophy, chemistry and anatomy, with other useful sciences. . ." This cleared the way for the introduction of English into India.

One of the happy features of the book is that it endeavours to correct the one-sided view that is held by some Indian educationists, of Macaulay's role while laying the foundation of English education in this country. Macaulay never envisaged educating the whole body of our people through the medium of the English language. What he aimed at was to form a class of persons, who would, on the one hand, be interpreters between the rulers and the ruled and, on the other, to enrich our dialects with terms of science borrowed from Western nomenclature, and render them by degrees fit vehicles for conveying knowledge to the great mass of the people.

Prof. Wadia has pointed to Macaulay's cock-sureness in his opinions. Something of that over-confidence is reflected in Prof. Wadia's own. For instance he says: "What Latin and Greek have been in European Universities for centuries, English will have to be in our Indian Universities." Or again, "The language problem in India is really simple at bottom but it has been needlessly complicated by sentimentalism and pseudo-patriotism." It is difficult to find any adequate defence for either of these statements.

The chapter, *English Literature and Indian Life,* is more interesting than valuable because there does not emerge any pattern of what has been

termed "Indo-Anglian" literature, whether in prose or verse. Nor it is clear from this chapter what possible lines of development to expect in this field.

The book is written in a straightforward and readable style and whether we agree with Prof. Wadia's views or not, it makes a valuable contribution to the consideration of a vexed question over which tempers have not cooled down yet. Nor can one fail to breathe the air of nostalgic love that Prof. Wadia feels for the English language, not only for what it has meant to the whole Indian sub-continent in the past but also for what it has obviously meant to himself personally. In that mood one might, within limits, share the hope that he entertains for its future in our country.

M. P. Jain

Training in Home Management by Margaret Weddell, Routledge and Kegan Paul Ltd., London, 1955. pp. 198. Price: 12s. 6d.

"HOME Management" in the English system of education receives provocative and over-all treatment by Margaret Weddell and her co-authors Enid McIntosh, Esther Neville-Smith and Peggy Alexander in a book that is bound to be popular.

The subject was first introduced into English Schools in the mid-Victorian period under the somewhat mundane title of "Domestic Science". The new subject was accepted with awe. Parents frowned on it because it relegated their children to the status of "domestics" and deprived them of an education equal to that bestowed upon men.

But worthier objectives guided the actions of the pioneers, responsible for introducing a practical approach in the school curriculum. Through homes that reflected all that was best in the culture and history of the people, the educationists hoped to combat the uncongenial attitudes prevailing among the citizens of the day.

Since then, "Home Management" has come to occupy a definite place in the school curriculum. Though at first, unimaginatively taught, the concept and treatment of the subject have widened immeasurably and at the post-school stage it has become more specialised.

Unfortunately, the adaptation of home science to a progressively integrated form is confined to a limited sphere in the educational world. Nor is the subject's capacity for integration into the work of various social service organisations commonly understood. These two themes receive comprehensive treatment. The suggestions, made there, could be profitably followed in the undeveloped areas of the world.

In tracing the history of English education, the book gives an interesting insight into the underlying principles that guided the policy of English educationists and legislators of the time. True to the traditions of a democracy they avoided any form of regimentation. For instance, intemperance was one of the biggest issues legislators faced in the latter part of the 19th century. "Whisky Money" allocated by the Local Texation (Customs and Excise) Act of 1890 was never used to compensate owners for public houses which it was at that time intended to close. It was instead given

to County Councils either for promoting Technical education or for reducing rates. Some of it was used to provide evening classes in cooking.

This valuable treatise should prove an indispensable supplementary reader to Teacher Training Institutes. Housewives, in particular, should find the book enlightening and entertaining.

For this and for the valuable practical suggestions it makes on a welfare state, the book should be equally welcomed by members of parliament, legislative assemblies, municipalities and local boards, as it is a unique document in the field of Social Welfare.

Roshan Marker.

'Samaj'—Sociological Hindi Quarterly; Samaj Vigyan Parishad Kashi Vidyapith, Banaras; Price: Rs. 2/-.

TECHNICAL literature in Hindi is growing fast, but it is still by no means adequate and there are many subjects in which there is practically no literature in Hindi. Every serious venture in this field is, therefore, welcome. The new quarterly brought out in April, this year, by the Samaj Vigyan Parishad of Banaras helps to fill one of the many gaps in Hindi periodical literature on technical subjects. Sociology is a subject in which we have a long tradition of scientific study. But in recent times, it has suffered partial eclipse owing to other demands of more immediate urgency. And scholars who have been working in this field have for the most part been occupied in the study of Western theories and methods, and the work of old Indian scholars, who in their time led the world in this field as in many others, has consequently suffered neglect. The result has been that studies in this field tend to exist in a kind of vacuum unrelated to the reality of Indian social patterns.

This state of affairs is, to a large extent, reflected in this new periodical where most of the articles are cast in the Western mould, though all of them are competently written by scholars of established repute and recognised merit. The one refreshing exception is a field study of a village in Hyderabad which is particularly important as an example of the kind of investigation on which all genuine sociological studies in our country must be based.

It is interesting to find that this shortcoming in our sociological studies has been noticed and clearly pointed out by Prof. D. P. Mukerjee in his Presidential address to the first Sociological Conference held at Dehra Dun which has been reproduced in the issue. The warning given by him should be heeded, and our future studies in the field should not be a break, but a carrying forward of our own tradition, strengthening and vitalising it albeit by bringing it into contact with the latest Western methods and techniques.

The Editorial Board of this periodical, headed by Acharya Narendra Deva, inspires confidence, and it is to be hoped that this venture which has got off to a good start will continue to maintain the high standards which it has set itself.

Yaduvanshi

Teaching English, Volume I, No. 4, January 1955.

THIS small Quarterly already has an established place among the educational periodicals of the country. It is

always relevant—its articles are of practical value in addition to being readable. In this issue, I would particularly draw the attention of the reader to 'Educational Aims in Language Teaching' by F. L. Billows and 'Poetry in School', a first instalment, by Norman E. Williams. The first is the sort of article in educational philosophy, that, though it deals with seeming generalities, is in fact of immediate value to our teachers of language—indeed of any language, for it does not restrict itself to the use and the value of English. The second article is the kind of thing we have looked for, for some time. In an age in which poetry is increasingly regarded as a luxury, this very rational approach to its teaching should reassure the teacher of poetry on the contribution that he has made, and is making towards child imagination and child personality. 'Question Box' on page 103 is, I think, an excellent idea and one that is likely to grow in value and volume as the circulation of this excellent Quarterly increases.

Muriel Wasi

"African Women" June, 1955, Vol. I, No. 2. The Department of Education in Tropical Areas University of London, Institute of Education.

"AFRICAN Women" issued twice a year in June and December by the Department of Education in Tropical Areas, University of London Institute of Education, contains valuable and timely material on the subject of African women, and the African continent.

"Africa in Ferment" is known to the world, but this pamphlet reveals the lesser known, constructive and progressive forces that bring to Africa the guidance it needs in its struggle for freedom and independence.

While the articles throw light on the customs, problems and important movements in the social and educational field today, "News in Brief" gives varied information on the progress African women have made. "Publications" reports briefly on books and articles and a small column is devoted to an index to articles appearing in various journals on women in Africa.

The pamphlets contain material for the layman interested in Africa and could, with advantage, be placed among journals at the Department of African Studies and elsewhere.

R. M.

Community Development Bulletin— Vol. VI (No. 3) June 1955, Price: 1 Shilling.

THIS journal is the continuation of the old Mass Education Bulletin. It acts as a clearing house for community development news and information from various parts of the world and, particularly, the Commonwealth of Nations. Some of the notable articles in the present number are: The Malnourished Community; Care of Mothers and Children as a first step towards Improved Feeding by B. S. Platt; and Reports from Gold Coast, India, Mauritius, Nyasaland and Jamaica.

The bulletin constitutes useful reading material for Social Education Organisers and Village Level Workers, who may have access to it.

S.S.

The Builders and the Books, published in 1955 by Unesco, 19, Avenue Kleber, Paris-16e. Price: 3s. 6d.

THIS 52-page booklet gives a summary account of United Nations' technical assistance to the countries of the Middle East since 1951, with particular emphasis on the work carried on by Unesco. This organisation functions in the field of education, science and culture. But whether it is industrial development or agricultural progress, public health or social reform, any national plan aimed at increasing material resources and making the most of human resources, must sooner or later face the problem of education.

This book tells how Unesco is helping the countries of the Middle East to build institutions for training administrators, judges, and technicians at all levels. Unesco experts are helping these Governments to open schools at Primary, Secondary and higher levels to tackle the problem of instruction and training. London, Paris and Boston are fast giving way to Damascus, Baghdad and Tehran as the new capitals of science. 'Limited experiments' started in small way only two or three years ago have startled people with the amazing rapidity with which they have taken hold and generated large-scale undertakings. The Fundamental Education Centre opened at Baghdad in 1952 has touched off a chain reaction, the results of which are a source of wonder even to the men responsible for the venture. An international centre of Fundamental education in Egypt at Sirs-el-layyan in the Menouf district (40 miles north of Cairo) serves the needs of the Arab World. 'Towards the Light' is a chapter recounting Unesco efforts to help the homeless Arab refugees of Palestine to find a new life.

K. T.

"Education News" Volume 5, No. 1, February 1955. Published bi-monthly by the Commonwealth Office of Education, Australia.

THIS issue deals wholly with the training of school teachers in Australia and it contains a select bibliography on the subject.

Of particular interest to Education departments, Teacher Training institutes, educationists and teachers, will be the sections relating to: emergency training schemes of Primary school teachers; the training of technical teachers who are drawn from the industrial ranks and whose problem is a young and controversial one which could perhaps be of value in the recruitment and training of technical teachers in India; and the way Australia, in its widely divergent States, tackles the problem of in-service training of teachers, an urgent but neglected aspect of our educational set-up. Some of these ideas could as easily be implemented in some Indian States, almost immediately, specially after the momentum given by the Union Government's Headmasters Conference.

Similar news coverage would be welcomed by the educational world in India. While perhaps an All-India coverage by any one journal, might be too ambitious a scheme, much ground could be gained, to begin with, if each journal could bring out occasionally (once a year), a similar brochure of pure news items of educational developments and activities in their respective states.

R. M.

Journals and other Publications Received.

Christian Education—Hyderabad, Deccan. Vol. XXXII, No. II, June, 1955. Annual subscription: Rs. 2/-.

Education and Psychology (Shiksha Aur Manovigyan)—Delhi-6. Vol.II, No. 1, Jan-March, 1955. A quarterly Journal. Annual subscription: Rs. 6/-.

Educational Evaluation—New Caledonia; South Pacific Commission Technical paper No. 73 by J. C. Nield. December, 1954. Price: 2/- sterling.

Educational India—Masulipatam. Vol. XXI, Nos. 11-12 May and June, 1955; Vol. XXII, No. 1, July 1955. Annual subscription: Rs. 4/8/-.

Expeditions to the Himalayas for selection of a site for High Altitude research station—Issued by Govt. of India Central Water and Power Commission, New Delhi.

Indian Librarian—Jullundur. Vol. 9, No. 4, March, 1955. A quarterly Journal. Annual subscription: Rs. 8/8/-.

Indian Journal of Adult Education—Delhi. Vol. XVI, No. 2, June, 1955. A quarterly Journal; Annual subscription: Rs. 5/-.

Jan Jivan (Hindi monthly)—Udaipur (Rajasthan). Vol. 7, Nos. 2 to 5, Feb.-May, 1955. Annual subscription: Rs. 5/-.

Journal of the Mysore State Education Federation—Bangalore-2. Vol. VIII, Nos. 4-5, Dec. 1954 and March 1955. A quarterly Journal. Annual subscription: Rs. 3/-.

Literacy Teaching for Adults—New Caledonia; South Pacific Commission Technical Paper No. 72 by Karel Neijs. November, 1954. Price: 5/- sterling.

Nai Shiksha (Hindi monthly)—Jaipur. Volume V, May-June, 1955. Annual subscription: Rs. 4/8/-.

Sahitya Akadami—New Delhi. Annual Report 1954-55. Published by the National Academy of Letters.

Sahyog. (Hindi monthly)—Simla. Vol. 3, Nos. 8-10, May to July. Annual subscription: Rs. 7/8/-.

Sangraha Andhra Vijnana Koshamu—Hyderabad-7. The Concise Telugu Encyclopaedia.

Social Education News Bulletin—Delhi. Vol. VI, Nos. 6 and 8, June and August 1955. Annual subscription: Rs. 3/-.

Sunshine—Poona-5. Vol. 1, No. 9, July, 1955. A Children's Monthly. Annual subscription: Rs. 5/8/-.

The Bihar Educationist—Patna-6. Vol. 3, No. 1, March, 1955. A quarterly Journal. Annual subscription: Rs. 5/-.

"The Educator"—University Training College, Nagpur. Vol. 9, No. 2, April, 1955. A quarterly journal. Annual subscription: Rs. 4/8/-.

A Miscellany of the Secondary Training College, Bombay—No. 2, March, 1955.

The Mysore Economic Review—Bangalore-2. Vol. 41, Nos. 5 to 7, May to July 1955. Annual subscription: Rs. 6/8/-.

The School World—Belgaum. Vol. XX, Nos. 4-5, April-May 1955. A bimonthly journal. Annual subscription: Rs. 3/-.

The Social Sciences—Unesco and its programme XII; Paris-16e; 1955. Price: $ 0.25; 1/6; 75 fr.

The Teg—Vol. III, No. II, April 1955.

Vidyarthi—Ahmedabad-7. Vol. I, No. II, May, 1955. Annual subscription: Rs. 5/-; Rs. 2/- (for students).

SECONDARY EDUCATION SECTION

THE TEXTBOOK PROBLEM

(We publish below extracts from a talk given by Shri K. G. Saiyidain, Additional Secretary to the Government of India, Ministry of Education, at the seminar on textbook production held at Srinagar in April/May, 1955. A short account of the seminar appears elsewhere in this issue).

I am glad we have been able to get together a group of educationists, writers, publishers and members of Textbook Committees to carry out a co-operative study of the many difficult and important problems in this field. On this occasion I should like to share with you the feeling of serious concern that the Government of India and the Ministry of Education have experienced for many years in regard to the textbook situation in India. More than twelve years ago, they had appointed a Committee to examine this problem, but the many useful recommendations it made could not so far be effectively implemented. Recently, the problem was studied by the Secondary Education Commission with particular reference to secondary schools and the Commission drew pointed attention to the many defects and evils in the existing situation, suggesting certain lines of action to improve it. We found that it was *not* enough to formulate policies and offer advice however good it might be; it was necessary that some one should take the initiative, grasp this nettle firmly and demonstrate what actually could be done to improve the existing textbooks. The Bureau of Textbook Research, established by the Central Government, is our response to this challenge. During the last one year that it has been working it has already found its feet and is trying, within its modest resources, to make itself felt in the field. The present workshop, a natural development of its activities, will provide the staff of the Bureau with an opportunity to have a mutually beneficial exchange of ideas and views with workers in the field and afford the latter a chance to test their practices and achievements in the light of the work and the studies initiated at the Bureau. In all academic work, which has a social bearing and significance, there is always a danger of theory and practice being divorced from each other, of research workers being cut off from contact with field experience which gives concreteness and reality to their thinking, and of field workers being unable to test their experience at the touchstone of incisive and critical thought. The significance of a workshop like this lies in the fact that it builds a bridge between these two banks of an integral activity.

Let me confess to you frankly, that in this field of Textbooks, the position is very unsatisfactory and gives us no cause whatever for complacency. A few years back, I happened to be in Paris in connection with a UNESCO Conference and utilised the opportunity to visit an International Book Exhibition that had been organised there at the time. It displayed children's books—textbooks as well as others—which represented a large majority of countries

of the world. I was deeply concerned to observe that, with only a few exceptions, our textbooks appeared to be inferior to those of other countries—particularly so in the matter of printing, production and illustrations. Some of the countries, which in point of size, population and resources were so small that they could be easily accommodated in any of our minor States had sent books whose standard of production aroused my admiration and envy. And I thought to myself: Surely, there is no reason why we should not be able to provide a better deal for our children and give them books which will stimulate their interest and also give them some aesthetic pleasure! This workshop provides an opportunity for all of us to make a perceptible dent on the existing situation or at least to formulate lines of attack which we may follow when we go back to our respective spheres of work.

Many of you are undoubtedly aware, that there is at present a significant trend in the Indian educational scene which seeks to emphasise activity in schools and to break down the crippling stranglehold of an exaggerated academic tradition. In the past, the book had assumed a position of undue importance. It was unquestioningly assumed that the only way to acquire knowledge was through books. Knowledge was something given, something ready-made, which the writer put down in a book as systematically as he could—and all that the teacher had to do was to ensure that the child assimilated the information given in it. This approach is now being modified as a result of the "activity movement",—which is international in its sweep—of Basic Education in India and of the new trends in Secondary Education. All these movements seek to make the acquisition of knowledge an active and dynamic process and to link it up with productive work and crafts. They are also based on the assumption that culture is achieved not only through the study of books but also through other types of creative and productive experience.

Does that belittle the value of books? I do not think so, though I am aware that in some circles there is a tendency to do so. It seems to me that, if anything, it *underlines* the importance of producing better books, more intelligently related to the new educational objectives and more responsive to the needs and interests of children. If books are meant only to be memorised more or less mechanically so that a certain amount of information may be temporarily stored in the memory, even a book of indifferent quality may be tolerated provided there are no glaring inaccuracies in it. On the other hand, if books are to play their part in a developing system of Basic schools or Multi-purpose Secondary schools—where they have to be correlated with activity programmes and to carry further the experiences gained by children in the home and the neighbourhood, in the farm and the workshop—their planning becomes a much more exacting and responsible task. That is why, at this juncture of our educational development, when we are engaged in the reconstruction of education at all stages, we must clarify our ideas about the advice which we should give to authors about the compilation of books, to publishers about their printing and production and to textbook Committees and Education Departments about the principles and criteria for judging their worth and suitability. When I refer to "our"

giving such advice, I am using that pronoun to indicate a representative group like this which can, or should, look at the problem from all angles and make proposals which are progressive without being impractical.

If you have addressed yourselves to this task—as I am sure you must have—you will realize that this cannot be done unless all the interests concerned come together in a spirit of cooperation and coordinate not only their procedure of work but also their objectives. At present there is far too much of what I may call "long-range shooting". The writers complain—with considerable justification—that they bear the *maximum* brunt of the real work and are "compensated" for it by being given the *minimum* share of the financial returns. The publishers complain that the Textbook Committees are sometimes so erratic—I am deliberately using a mild word!—that they cannot be sure of really good books being selected on merit. Public criticism often takes the form that many of the publishers invest the major part of their outlay *not* in paying the best authors to write really first-rate books and in getting them well printed and properly illustrated but in ensuring, in various ingenious and disingenious ways, that they are actually prescribed by the Textbook Committees! The Committees often complain that the average quality of books submitted for consideration is so poor that there are hardly any outstanding books that could, so to speak, "select themselves" out of the lot. Some State Governments are trying to get out of this situation by undertaking to produce textbooks themselves while the publishers allege that this is more a money making device than an effective measure to improve the quality of books... Surely this is a very unenviable situation and the party that suffers most in this tangle is the poor child who has to pay for books which are neither intellectually satisfying nor visually satisfactory. And perhaps the next person who is hit hardest is the "hack writer" who makes little out of the whole venture and is, therefore, apt to put little into it.

May I put it to you again that this is *not a healthy situation?* We must get out of this vicious circle by every one concerned doing his job with greater integrity, intelligence and imagination. What is this job? The job of the Education Departments is to offer a good deal of the technical know-how required in this task, which is really a highly specialized and skilled task and not something which any modestly literate person can perform in his odd moments of leisure! I hope that our Central and State Bureaux of Textbook Research will, in due course, provide the necessary professional leadership for this purpose. This will, amongst many other things, require the setting up of Libraries of school books, reference materials, illustrations, blocks etc.—both Indian and foreign—which writers and publishers may be able to consult with profit.

So far as the publishers are concerned, they have a dual responsibility or, shall I say, loyalty, which they must learn to reconcile, however difficult and delicate that may be. They have undoubtedly a loyalty to their business which means that they must have a reasonable return on their investment. But they have, at least, an equally important loyalty to the nature of the work that they are doing which demands that they turn out the best books, that they possibly can and thus serve the interests of children who are

their consumers. As I see there is no basic, inevitable clash between these two purposes—it arises when an attempt is made to amass easy money quickly and to concentrate *not* on the quality of the publications but on the tricks of dubious salesmanship! There are undoubtedly some publishers whose entire approach in this matter is ill-advised both educationally and professionally. They sometimes employ ill-qualified hack writers, without the experience or mental calibre to write books, and pay them a miserable pittance for a miserable performance. Then they invest money on securing the name of some influential or well known person as the author, while economising on the actual production of the book—its paper, printing, binding and illustrations. They do not, however mind spending a good deal of money on trying to get this book of indifferent quality approved for use in schools! This is, obviously not only an immoral but also a short-sighted policy and I have the feeling that many of the publishers concerned do themselves realize it. But their plea is that, if they did not adopt such tactics, they would not be able to get their books on the sanctioned list and thus would lose all their investment! I wish it were possible for me to dismiss this as unworthy suspicion but, unfortunately, that is not so. As the Secondary Education Commission has emphatically pointed out, in some cases the Textbook Committees have not been functioning with a full measure of responsibility and integrity and, in some cases, the whole thing had become a disgraceful racket. Now, however, steps are being taken by the Education Departments to follow the advice given by the Commission and they are trying, in various ways, to ensure that the selection of books is above board.

If the conviction is created that a book of real merit will be selected, however obscure the writer or the publisher and a book of poor quality will be joyously rejected, however influential the author or the publisher, the standard of school books is bound to improve markedly. The only thing that good publishers need to remember is that they should try to build their business slowly and on firm foundations as any other good business is built up and not as if they were speculating on the stock exchange! The bigger publishers should also have their duly qualified technical staff to advise them about the content and quality of manuscripts submitted as well as the proper lay-out, printing and illustration of books. I would like to lay special emphasis on the importance of improving the quality of illustrations which, as a rule, is depressing beyond words—so much so that I have sometimes wondered how any alleged artist could have made them or any respectable publisher could have had the hardihood to publish them or any Selection Committee with any semblance of artistic conscience, could have approved them. They are not only an outrage on the children's aesthetic sense but also reflect serious discredit on national standards in this field and we must henceforth refuse to tolerate such performances.

Finally, there is the author. I have already pointed out the need for the careful selection of authors and for adequate remuneration being paid to them. The author should equip himself adequately for his job by a careful study of good books produced in India and abroad, by actual contact with children and watching their response to various kinds of books and by making full use of all reference materials

that may be available on his particular subject. The *writing* of a good book for children really demands, if I may say so, a formidable array of qualities —some knowledge of child psychology as well as an interest in children; accurate knowledge of the subject matter; use of simple but effective and appealing language; a clear and vivid presentation of ideas and enough acquaintance with modern educational trends and principles to make the book a vital factor in the learning process. Of course, it is difficult to find many such paragons of all the virtues but it is good to know that this is the kind of equipment of which a writer for children should have so that those who aspire to work in this field may have some idea of the direction in which they have to move. I repeat that there has to be a much closer liaison amongst the writers, teachers, artists, publishers and Educational Departments than is the case at present so that a book may be a well planned work of art and not odds and ends of effort awkwardly put together. A good deal of work has been done on these lines in some educationally progressive countries and we should certainly profit from their experiences and technical improvements to organise textbook production more intelligently.

There are at least two kinds of good school books that we should look for and encourage. One is the orthodox textbook as such, with the definite object of teaching children a certain prescribed syllabus and this can be best written—in so far as it is found necessary—by persons who have a knowledge of educational methods and principles and can present their subject matter psychologically and suggest creative exercises, projects and activities which will appeal to children and assist them in assimilating knowledge intelligently. The material published, for instance, by Harold Rugg in the United States bearing on social studies falls under this category. But there is also another kind of book that we should learn to use more and more in our schools—a living and creative book written by a gifted writer, which is not cramped by the requirements of the syllabus but provides a rich fare of intellectual stimulation and enjoyment. It may be a play or story by Tagore; it may be a book like "How Man became a Giant" dealing with pre-history; it may be something like the Basic Science series which presents Science *not* as a school subject but as an adventurous part of everyday life; it may be Nehru's "Letters from a father to his daughter." I make a plea for such books for two reasons—they help to bridge the gap between life and the academically pigeon-holed knowledge in school and they enable the student to pass on from the study of textbooks to books of general significance which every educated person should learn to read with interest. Schools have often failed to facilitate this transition and one of the ways in which they can do so is to introduce the students to such books when they are still at school. I have no doubt that, if the demand increases and gifted writers and teachers are brought into contact with one another, such books will be forthcoming in due course.

K. G. Saiyidain.

WHAT IS A WORKSHOP ?

(Adapted from an article in "Progressive Education" by Dr. Leander L. Boykin, Director of the Division of Education at Southern University, Baton Rouge, Louisiana, U.S.A. The "workshop technique" is being increasingly utilised in India and it is useful for our teachers to be clear about its objectives and procedures).

Since its inception in 1936 the workshop has become exceedingly popular and widespread in use. But unfortunately, like "progressive education" "pupil activity" and many other terms and innovations in American education, the term "workshop" is perhaps greatly misunderstood, overworked, and widely misused. In fact there is a growing tendency to use the term "workshop" to refer to all sorts of meetings and gatherings. It is essential that the true nature, purposes, organisation and characteristics of the workshop be understood to avoid confusion.

Most attempts to define the workshop are in terms of description of method, process or procedure rather than in terms of what a workshop actually is. The *Dictionary of Education**, however, does make such an attempt and defines a workshop as follows:

"An arrangement under which special facilities, including particularly a wealth of source material and specialised personnel for group and individual conferences, are provided by an educational institution for individualised or small group study of educational problems that are of special interest to advanced students of education or to teachers in service; frequently provided in such areas as curriculum, administration, guidance, higher education, and secondary education".

It appears, therefore, that the term "workshop" is the name given to a new and bold experiment in education, an experiment which places the responsibility for learning upon the student. It is a place to which teachers and administrators can bring their technical problems and work but a solution under expert guidance while enjoying the advantages of superior library facilities and the counsel of fellow educators with like problems. It is a device that will permit the development of the individual in intellect and personality; a protest against the weakness of the course as an educational technique which emphasises content rather than personal development, non-functional content rather than functional content; compartmentalised experiences rather than integrated experiences. It is a setting wherein a teacher can consider a problem in its entirety, not in unrelated partitions. It is a functional experience for teachers. It is growth in professional competency at its best.

Workshops are markedly different from most in-service education programmes available to teachers. The difference consists first in the basic

*Carter V. Good, e.d. "Dictionary of Education". (New York-Mcgraw Hill Book Co. 1945).

philosophy and purposes of the workshop. Workshops are not intended for those who are just getting an orientation into teaching. The workshop idea presupposes the selection of the participants who have already had considerable experience, who come in contact with educational problems, and who possess the ability to attack and work independently towards the solution of these problems under expert guidance and leadership.

While both workshop experiences and graduate courses may be the means of providing in-service education, they do not have the same specific objectives. Workshops are designed to aid the application of knowledge rather than the acquisition of knowledge. Workshops were invented to meet problems in education which the usual in-service programme either could not or would not meet. It is a means of transforming subject matter specialists into educators of wider concern and competence.

Second, the workshop is designed primarily to provide opportunity for productive work. It usually adds to the work conference the actual preparation of materials, involves research, and extends over a much larger period of time. The workshop is founded upon the idea that one learns by doing.

Third, in organisation, the workshop differs from other methods of in-service education. A plan of operation is usually developed after the participants arrive. It is a flexible plan and may be changed many times during the course of the workshop. Freedom from organisational details, flexible schedules, provision for small working groups, individual conferences, and informal contacts, the breaking down of subject barriers, encouragement of cooperative work, establishing planning, social, library and other such committees, are important features of a workshop.

An all-pervading aspect of the workshop is evaluation. Each member is encouraged to evaluate the group's progress and his own. Social interchange is stressed. A social committee is organised which plans and conducts a wide variety of social activities.

Finally, the workshop makes an effort to recognise and utilise the following principles of learning; readiness, a felt need, use of democratic procedures; use of group process and activity, meaningful, materials, cooperative endeavour, social growth and participation, and problem solving.

The workshop then becomes the developer of personality of the individual engaged in it. It supplies a much needed factor in the application of the principles of learning to an area and at a level where much remains to be done. It is perhaps unsurpassed as a technique for improving human relations, for study and application of democratic procedures, for securing changes in teaching methods, and for securing professional and personal growth.

The workshop may prove to be the means and stimulus from which may emerge a new and different concept of supervisory relationships. It may become the answer to the teacher's prayer and the administrator's hope for better rapport between them, and the avenue by which feelings of insecurity and other factors which affect the living, learning, and development of boys and girls are broken down and the fuller realisation of the goals of both school and society achieved.

Leander L. Boykin.

ACTIVITIES AT THE CENTRE

Training Course in Educational and Vocational Guidance

A six weeks' training course conducted by the Central Bureau of Educational and Vocational Guidance from May 19th to June 17th, 1955 was attended by 46 people from various States. The course which was inaugurated by Shri K. G. Saiyidain, Additional Secretary to the Government of India, Ministry of Education, dealt with fundamental problems in the field of employment and educational, vocational and personal adjustments in school and at home. Representatives from the States belonged to practically every category of educational worker, from professors and lecturers in Teachers' Colleges, to headmasters and teachers of secondary schools, Inspectors of Schools, psychologists and research workers, and staff from State Bureaux of Educational and Vocational Guidance.

The programme included lectures and tutorials, independent study and discussion on specific assignments concerning major problems in guidance and, on the lighter side, excursions and entertainments. Lectures and tutorials were mainly occupied with the background, goals, professional and community resources to aid student guidance in secondary schools. Particular emphasis was placed on the preparation of pupils in schools for vocational guidance, finding them employment after school, on administration and advice, and on information about technical training and opportunities in employment.

A variety of psychological tests or guidance procedures, intelligence aptitude and personality tests, inventories and tests in 'tool' subjects of the school curriculum were dealt with and supplemented by practical demonstrations. The lecturing work was shared with the officers of the Directorate General of Resettlement and Employment, Ministry of Labour.

Prof. A. D. Bohra, Director of Training, Community Projects Administration, covered an extensive field of the work in progress under the Community Projects and National Extension Service Schemes. Dr. Sohan Lal, Chief Psychologist in the Ministry of Education, Psychological Research Wing spoke to the training group on the role of psychology in the service of school education, illustrating vividly the principles and techniques of mental and scholastic measurements for comparative and objective evaluation. Dr. E. A. Pires of the Central Institute of Education and Shri Q. H. Zaidi, Director, Central Bureau of Textbook Research, addressed the group on the role of the Teachers' College system of education in the preparation and implementation of vocational guidance programmes in schools, and on the workshop method in education.

The training course had altogether 55 hours of lecturing, 11 hours of tutorials and 5 hours of test demonstration.

Wide use was made of the libraries of the Central Bureau and Central Institute of Education.

To make the utmost use of the specialised knowledge and experience in many specific areas of psychological and educational work in secondary schools, possessed by many members of the training course, seven working groups were set up for the benefit of all the participants in the course. Intelligence and aptitude tests, personality assessment, counselling, training of guidance personnel, career masters, curriculum development and extra school activities as essential aids to guidance services, cumulative progress records, and non-official organisations for promoting student guidance and personality services in the country, were among the major topics discussed. The conclusions arrived at were thoroughly discussed by the training group in a series of seminar meetings later.

Seventeen discussion meetings were also held in which both matters of organisation and a minimum guidance programme were discussed by the Director, Dr. Rama Rao, with the various members attending the course. The conclusions reached at these meetings were formulated in a "working paper" and considered by the members of the training group at the seminar.

As part of the programme a series of excursions of historical, scientific and religious interest was organised. Documentary films and educational film strips lent by the Central Institute of Education, the Audio-visual Section of the Ministry of Education, the United States Information Service and the British Information Service, besides being informative, lent colour to the programme.

* * * *

Headmasters' Seminars

Of the twelve seminars proposed to be held this year in collaboration with the Ford Foundation, four on a regional basis were held, for four weeks each during May/June, with a view to exchanging ideas and experiences on the basis of the Secondary Education Commission's recommendations, and the report of the Secondary Education International Team.

The Darjeeling seminar began on May 15th and was directed by Shri A. K. Chanda, ex-Director, Board of Secondary Education, West Bengal. Delegates from West Bengal, Manipur, Assam and Tripura attended.

Madras and Andhra sent delegates to the seminar held at Coimbatore which began on May 29th and was directed by Shri Mohd. Usman, Deputy Director of Education, Madras.

The seminar at Ranchi started on June 1st under the guidance of Shri K. P. Sinha, Director of Education, Bihar and was attended by Headmasters from Bihar and Vindhya Pradesh.

Delegates from Hyderabad, Orissa, and Madhya Pradesh attended the Aurangabad seminar which began on June 2nd under the direction of Shri D. D. Shendarkar, Officer on Special Duty, Office of the Director of Public Instruction, Hyderabad. Full reports of the first three seminars have not yet been received, but we give below some of the discussions which took place at Aurangabad.

It was recommended that at least trained graduates should be engaged for teaching high school classes and trained intermediates for middle classes. Matriculates were found to be inadequate for Higher Secondary

Schools. Better service conditions and pay scales were suggested to attract better personnel for the teaching profession. To discourage the practice of private tuition, it was suggested that provision should be made for backward students to be coached by teachers in return for extra fees. No teacher should take up tuition without the knowledge of the headmaster, nor should tuition work exceed two hours daily. No tuition should be taken up at the fag end of the academic year. Tutorials should be arranged during the working hours of the schools.

To cope with the growing demand for trained teachers, the seminar suggested that the number of training institutions should be increased. It considered the following defects in the present system of training courses:—

(i) More stress is laid on theory than on teaching practice.

(ii) Inadequate attention is paid to qualifying the pupil teachers in co-curricular activities, mental hygiene, the health of pupils, school administration, crafts and technical subjects. More time than necessary is spent on teaching the contents of school subjects.

(iii) No provision is made for the training for the oriental language teachers.

(iv) Trained Matriculates are considered adequate for teaching in secondary schools.

(v) Graduates with a combination of subjects which have little to do with the secondary schools are selected for training.

(vi) Adequate provision is not made for research and experiments in the field of education.

The following suggestions were made to remove these defects:—

(i) Pupil teachers should have enough practice in teaching work.

(ii) Pupil teachers should be trained in such a way that they are able to participate in and organise co-curricular activities.

(iii) The time spent at present by the pupil teachers in reading school subjects to improve their knowledge should be reduced to a minimum. Instead, this time should be utilised to train pupil teachers in co-curricular activities, conducting New Type Tests and so on.

(iv) Special provision for training should be made for oriental language teachers.

(v) Teachers of the same locality should meet periodically to discuss mutual problems.

(vi) Graduates with subjects having a bearing on the school curriculum should be selected for training institutions. Training colleges should, in addition to the training of teachers, undertake research and experiments in all aspects of education. Subjects recommended for research and experiments are: (a) Causes for indiscipline; (b) Problem of fatigue; (c) Handwriting; (d) Home conditions; (e) School health.

Refresher courses have been emphasised to acquaint the teacher with the latest methods in the theory and practice of teaching. The teachers may be sent to the refresher course every five years for four weeks and if it is held

in offering them correct advice as to their selection of the diversified courses provided in Class IX. The seminar recommended that:

(i) A short training may be given to teachers to take up the work of career masters and to advise the pupils in the selection of their subjects and careers. (ii) Proper arrangements should be made in the school to carefully observe and assess personality traits in pupils through cumulative records and class teachers estimates. Craft instruction is to be encouraged to teach the pupil, the dignity of labour, and to help him support himself by pursuing some craft.

Regarding the problem of examinations, both internal and external, the seminar in the main agreed with the recommendations of the Secondary Education Commission.

* * * *

Extension Service Project

With the financial co-operation of the Ford Foundation, it has been decided to initiate an Extension Service Project in 24 selected Training Colleges. The main idea underlying the scheme is to bring the Training Institutions into dynamic contact with the teachers through the organisation of suitable Extension Services and thus effect a renaissance in their outlook and mentality, by bringing them into vital association with those who have the sympathy and competence to understand their problems and are willing to render such guidance as may be required.

A fifteen day seminar of principals of selected colleges was held at Srinagar in June this year in which representatives of the 24 selected Institutions and several prominent educationists met under the Directorship of Dr. E. A. Pires, of the Central Institute of Education, Delhi, to chalk out a programme for their respective institutions during this academic year.

As part of the Extension Service, it is proposed to organise in each college refresher courses, library services, seminars and workshops, audio-visual aids and production, guidance and counselling, experiments in teaching methods, exhibitions and publications.

* * * *

Conference of Education Secretaries and Directors of Public Instruction

A Conference of State Education Secretaries and Directors of Public Instruction was held in New Delhi on August 5th and 6th to discuss proposals under the Second Five-Year Plan.

The proposals discussed earlier in April this year, were slightly modified in the light of the Planning Commission's suggestions. It was emphasised that although the pace of expansion might have to be slowed down, quality should not be sacrificed.

Regarding the conversion of existing schools into Basic schools, the Conference felt that the target should be fixed at 1/4th of the existing schools. The target of 50 per cent in regard to the number of new schemes that are to be of the Basic pattern should not, however, be reduced.

The overall target for the whole country in regard to the enrolment of children of the age group 6-11, was

(*Continued on page* 282)

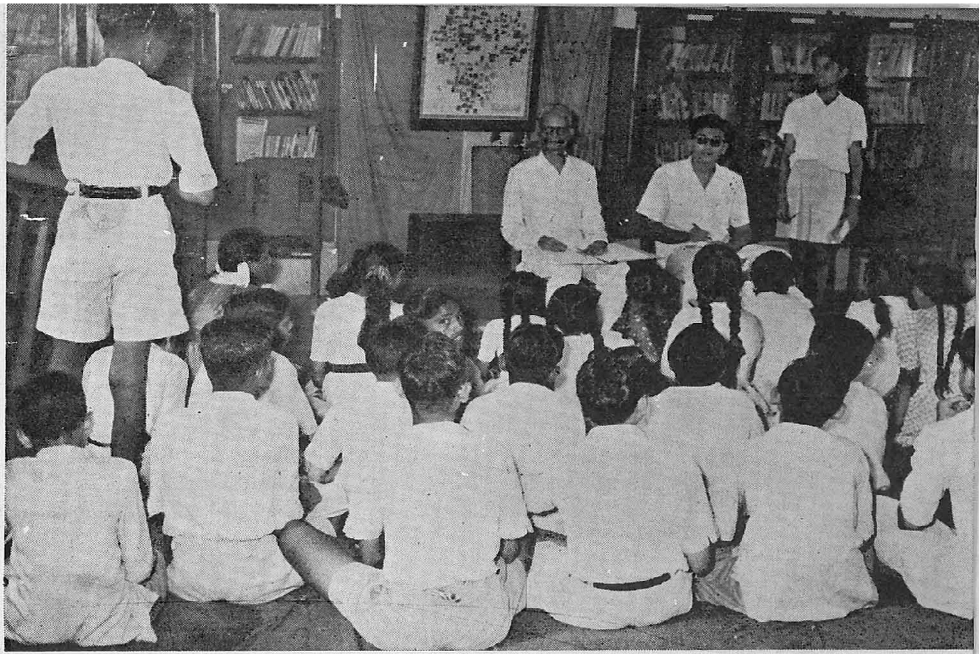
All About Water—The New Way

(A Report from the University Experimental School, Baroda)

About 100 children of the age group 12-14 from classes VII, VIII and IX were invited to take part in a project study of water, part of their syllabus in Science. Two Directors were chosen to guide the children in discussing and analysing the subject and preparing a detailed plan of the work. The children, after the two Directors had announced the topic, divided themselves into ten groups of ten members, each with its chosen leader, an artist and a craftsman, and its own chosen topics of study. It was like a voyage of exploration.

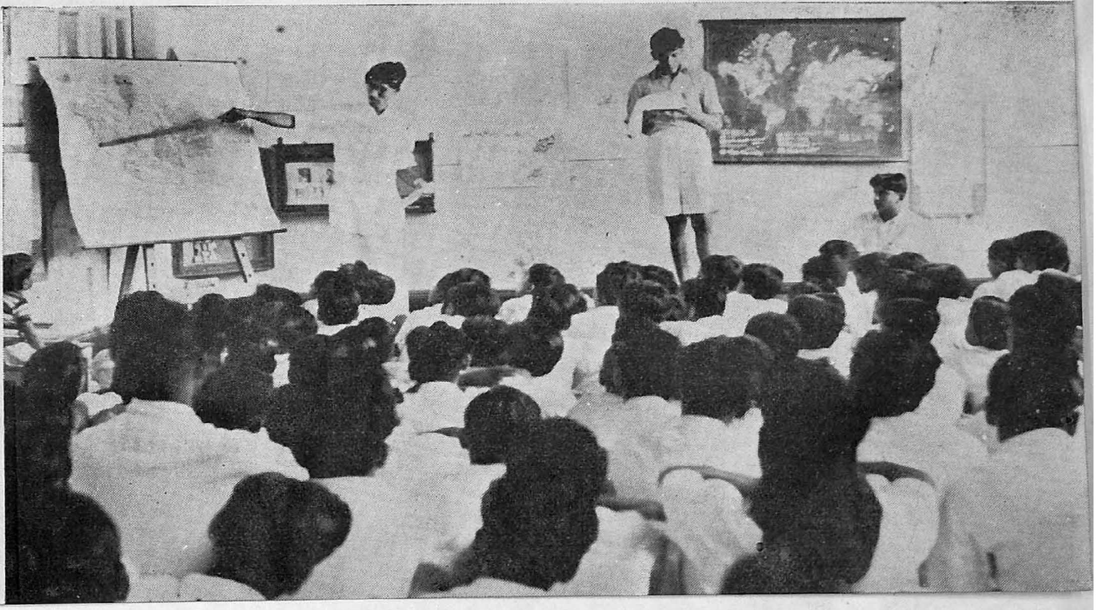
The main topics of study centred round the methods of obtaining water, its natural sources, its impurities and methods of purification at home and in the laboratory, the use of water in workshops, hospitals, farms and houses, the civics of water and its usefulness in hygiene. To get their material the students made frequent use of library books on the subject, and visited nearby places like villages, workshops and hospitals to collect samples of water used. They arranged talks by municipal officers, doctors, farm superintendents and other experts who attended the assembly to discuss the subject with them. Films, film strips and museums were used to supplement the information obtained from books. Discussions and experiments in the laboratories were all methods used in the study of the subject. Tuesdays and Thursdays were Assembly days when each group was to report on the progress of the plan. Often there were heated discussions, much enthusiastic questioning and intelligent suggestions from collective groups and individuals.

For about eight weeks there was work combined with play, many outings, visits, discussions, writing, reading, reporting and sketching. Even the weakest pupil felt that he could contribute something really useful to the study whereas he might have failed miserably when intelligence and success is measured merely by the study of a single textbook. There was no rigidity anywhere: not in the timetable, because it was made by the assembly itself every week; or in the forming of groups or even in the topic of study which could always be modified when it came up for reporting in the assembly. Yet everything was orderly and everyone busy; and every visit to the village well or a municipal laboratory brought surprisingly new knowledge of things. The children had read facts from books before but it was only now that they discovered things for themselves. There was hardly any problem of discipline and never any waste of time. On the contrary, the class teachers had a good opportunity to study personality traits for their cumulative records—an opportunity which rarely presents itself when children study within the four walls of a class room. Qualities of leadership, application to work, enthusiasm, group feeling, reading ability, ability to speak



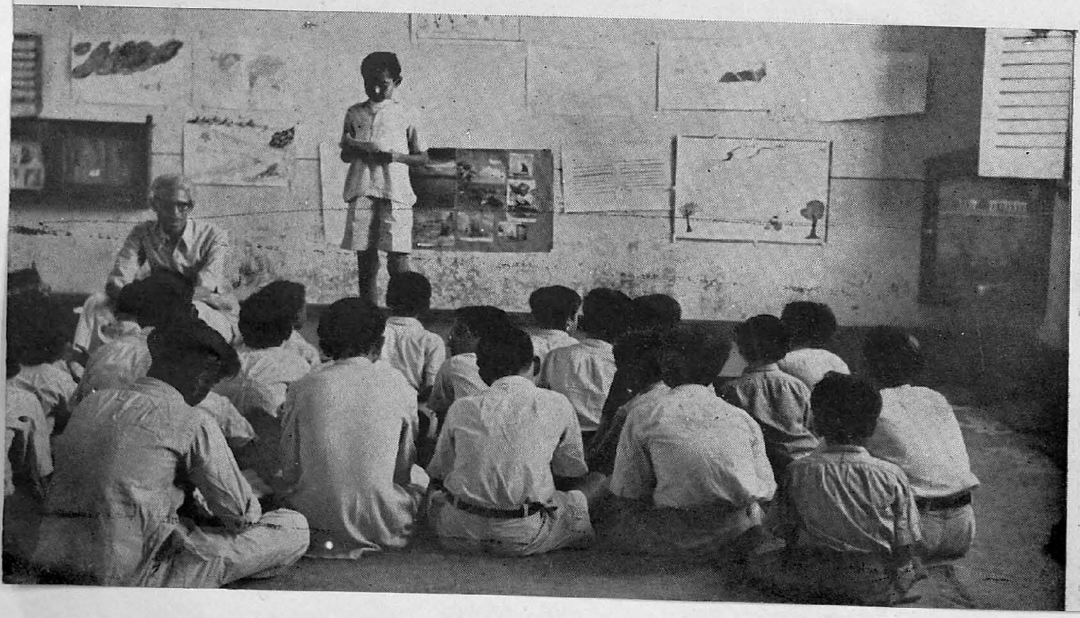
Assembly for group discussion. Reporting, questioning, discussing and replying train boys in democratic citizenship.

Boys conducting a lesson in Geography. The director looks on.



Pupils testing information collected from various sources.

A group leader reporting on the work done.



and answer questions before an assembly, all these tests of personality could be studied and gave the teachers young democracy in action. The models they made and the pictures or charts they drew to illustrate their study were not only proof of a better study of the topic or distinct ability in the arts but were the expressions of experiences and emotions so necessary for the healthy growth of children.

The project was concluded by an exhibition and final assembly where all the illustrative material was exhibited and experiments on the purification and distribution of water were demonstrated. The assembly was attended by the whole school and the staff of the Teachers' College as well. Our reward came when the students asked the teachers: "Sir, why not teach every subject like this?" This, we felt, was proof enough of the success of our plan.

Evaluation

A substantial portion of the syllabus in general Science relating to water was covered in this study, organising the knowledge that the classes had gathered during this course.

Correlation was easily established with Geography, Civics, Agriculture, Language and Science. The study of the local problem of water brought into focus its relation to hygiene and the health problems of the pupils. It also brought in farming problems, water scarcity and the needs of the State and the country as a whole. The oral and written reporting required of the children drew upon their ability for linguistic composition and their talent for drawing, painting and modelling found a place in the preparation of exhibits. Ample opportunities for showing leadership were available when they planned their visits while controlling and directing the sub-group, and while organising their creative activities. To face an audience calmly and confidently, to meet strangers and get things done, or collect information successfully are qualities needed in every day life. Reporting to the assembly and meeting heads of institutions and the common man while carrying on their study, gave the students good scope to develop these qualities. It also developed in them the spirit of co-operation and the feeling that there was more joy and pleasure when learning was shared with others than when it was merely individual.

Class room methods of teaching and learning do not provide enough scope for the flowering of various inherent abilities in each pupil. Such study gave pupils wide scope for their various abilities and the teacher an opportunity to pick out individual talent. It also provided opportunities for the many sided development of the individual which is increasingly an urgent need in society today.

There is little doubt that the method makes for better learning, through creative interest, initiative, self study, discussions, visits, making models and maps, collecting pictures and newspaper cuttings and consulting a number of books in place of only one textbook. It prevents academic wastage; children learn quicker and remember longer. The teacher would not be able to do so much in so short a time in the ordinary time-table.

One defect of the project appeared to be its rather long duration. This

sometimes showed in a lack of interest in the case of a few pupils. The Directors feel that it would be more profitable to start smaller projects lasting for a fortnight and undertaken by a smaller number of pupils (say 30), in the initial stage. Large projects may be launched more profitably with grown up children, and after they get used to this new method of teaching.

A. J. DESAI

J. J. PATEL

"Water is a light coloured liquid which turns dark when you wash in it."— Schoolboy's definition. (*Education Digest*).

(*Continued from page* 279)

placed at about 60 per cent. The target for the age group 11-14 was suggested as 20-30 per cent.

It was agreed that for the age group 14-17 the overall target should be about 15 per cent of the total number. It also recommended that 2,500 High schools should be converted into Higher Secondary schools of which about 1,000 should be Multi-purpose schools. The remaining High schools should be assisted in improving their courses of study with a view to their upgrading during the third Five-Year Plan.

The Conference reiterated the previous recommendation that all training institutions should be converted into Basic training institutions.

It was agreed that some improvement should be made in the salary scales of teachers, especially at the primary and secondary level, with insistence on a minimum basic salary.

OUR GREENHOUSE—SUTTON BRIDGE

(Reproduced by kind permission of the Editor, "Practical Education & School Crafts", Southampton)

"Oh Mr. R———, just a moment please." It was the Headmaster talking from across the hall.

"We've had permission," he explained, "to build a greenhouse. Can you manage it?"

"I think so," I replied trying to sound as if I'd built hundreds of greenhouses in my time, at the same moment thinking of the snags that went into building one.

"It must have a concrete foundation, a three foot brick wall and measure 22 feet by 10 feet high," carried on the Head, warming up with the vision of a miniature Crystal Palace in his school garden.

"Have you ever laid a concrete foundation?"

"No, never."

"And a brick wall?"

"No, never."

"Mm." The Head looked doubtful. Hastily I tried to assure him.

"I'll pick eight boys and make a project of it," I said, "I'll take a couple of boys from each of the senior forms. It's March now and I'll give them a lesson a week until the summer weather comes."

"Good idea, Mr. R. ———, you can have the eight boys in your spare period. Let me know the eight you choose."

I made my choice. Two boys from the senior form (14 years), four from form III (13 years) and two from form II (12 years), the latter would be my nucleus for any additional erections in the next two years.

I bought some books (strange how the school library never seems to have the books you want), chatted with and quizzed builders, bricklayers and glaziers. Although their opinions differed, I gathered enough information to build a solid glasshouse and passed it on to my class. I gave them notes, drawings, greenhouse woodwork joints, theoretical and practical bricklaying, how to mark out foundations, trenching and how to mix cement and concrete. It's amazing the things one has to know before building a greenhouse!

Then came the day. The boys had made big trysquares, plumblines, cement and concrete boards. They had also provided their own trowels, spirit levels and putty knives and were keen to start. Four boys marked out the foundation, the other four checked. Then I counterchecked and slight discrepancies were corrected. Then the trench was dug, twelve inches deep, nine inches wide.

Then tragedy! We were informed that our greenhouse was to be a steel framed one, which reached almost to ground level. This meant filling in the trench to a depth of six inches and the earth pounded down. No easy job.

This pounding, more than anything else, annoyed a hive of bees a couple of yards away, which up till now had just buzzed around curiously. One of the boys was stung on his forehead and finally ran, arms flailing, to get rid of a few bees attached to his person. To prove to them that bees don't sting if you just ignore them, I worked and pounded at the nearest spot to the hive. My disguised stoicism cost me three stings; one in the ear, one in the face and one on the head. Why doesn't someone tell the bees that they'll die if they sting anybody! The only sympathy we received from our Head who is an expert beekeeper, was, "Well, bee stings are good for rheumatism"—which isn't very consoling for healthy youngsters! But back to the greenhouse.

Pegs were put in the trench for levelling the foundation. Then two boys were put to mix the concrete, two carrying water, two laying the concrete and two levelling. And this method worked well. The boys enjoyed this and soon became expert at it. Two spirit levels and a plank proved indispensable as a level foundation was essential. This was achieved more easily than expected. A couple of days later one course of bricks was laid down, numbered, taken up and had been supplied from Boston, were laid down, numbered, taken up and holes cut out for the rag bolts. These blocks were poor and chipped and cracked easily. They were laid and checked, for the steel frame was to rest on them, and the rag bolts cemented in. Then the greenhouse arrived. Dozens of pieces of different lengths and sizes, like an outsize meccano set. And about 130 panes of glass. The frame we erected one afternoon on the lawn, and great fun it was too. The boys became quite adept at reading the construction diagram provided.

The completed structure was carried to the foundation, with the help of the eight boys, and gently lowered. Would it fit? With a sigh of relief, and not without a little pride, we settled it evenly on the foundation. Then it was tightened down.

The boys thought that the hardest part was over. But no, putting in the glass panes was no easy job. They were big and in a high wind and accompanied by a few unfriendly bees, cumbersome and difficult to control when one is perched precariously on a wooden ladder.

Four boys worked at a time, in pairs. More than four got in each other's way, and working without supervision (I had my own class), were prone to become careless. So I had four boys in the morning, and the other four in the afternoon. I kept a careful check to see that the panes were put in properly, and that the different clips were fixed in their correct places.

Eventually the glazing was finished and the panes cleaned and the area around tidied. Four panes of glass were broken out of approximately 130 which was quite a good record.

The boys were quite keen, quite proud of their efforts and, the most important, learnt quite a lot. I left them to overcome any snags, while I gave final judgement if I thought their solution impractical. But they managed efficiently without my interfering.

The Head is already thinking of an extension, which speaks highly of both the greenhouse and the boys' work.

Emlyn M. Rees

AROUND THE STATES

Andhra

Eighteen headmasters and headmistresses were deputed to the Secondary Education Workshop Training Course conducted under the auspices of the United States Educational Foundation in India at Hyderabad (Dn.) from 1st April, 1955 to 18th May, 1955. The object of the course was to enable the participants to study the latest developments in education, the workshop method of instruction, and to exchange experiences in this field.

The State Government deputed 20 headmasters drawn from secondary schools under different managements to attend the Headmasters' Seminar held by the Government of India in cooperation with the Ford Foundation at Coimbatore, from 29th May, 1955. Three District Educational Officers were also deputed as observers. Headmasters were enabled to discuss common problems of school management in the light of the recommendations of the Secondary Education Commission, and to exchange notes and experiences.

Two courses each of a month's duration in the training of Home-Craft were conducted at Rajahmundry and Nellore for the benefit of Secondary Grade Women Teachers during May/June, 1955. Twenty teachers were thus trained. Another one month course attended by L.T. and B.Ed. Assistants was conducted in the Government Arts College for Women, Guntur from 9th May, 1955 to 8th June, 1955.

To cope with the demand for a greater number of B.Ed. Assistants for secondary schools, the State Government have sanctioned the opening of two Government Training Colleges, exclusively for women with effect from the academic year 1955-56, one at Nellore and the other at Rajahmundry, East Godavari District. The State Government have also sanctioned the opening of a Model High School for the Government Training College, Kurnool with forms III to VI. English is at present the medium of instruction in Forms IV and V.

The State Government have constituted a High Power Committee in connection with the implementation of the recommendations of the Secondary Education Commission, under the chairmanship of the Chief Minister.

The formation of the following additional National Cadet Corps Units during 1955-56, has been sanctioned and involves the raising of three Infantry) companies (3 officers and 154 cadets one medical company at Guntur (2 officers and 60 cadets), one Air-Wing Unit of the Senior Division (2 Officers and 50 cadets), 60 troops of the Junior Division, and Technical Units (four platoons).

In conformity with the Government's policy to close down elementary Grade Training and have only Secondary Grade Training, 50 per cent of the Elementary Grade Training Sections in the non-basic Training Schools will be converted into Secondary Grade Training Sections in the current year.

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Bihar

The system of work books to be maintained by students was introduced in the State in all high schools with effect from 1952-53, in Class X. Experience has shown that the system has worked well on the whole and has had a good effect both on the pupils as well as on the teachers. It has contributed to the general tone and there has been an all-round improvement in the regularity of work. It is felt that a beginning has already been made in shifting the emphasis from cramming at the time of the examination to regularity of work spread over the whole session. It has also helped to bring the pupil and the teacher into closer touch with each other. Steps are being constantly taken, however, to improve the working of the system. In the light of experience already gained, difficulties encountered in this respect are gradually being surmounted.

This system has been introduced to accustom students to systematic continuous work, to integrate and synthesise the work of students and teachers in the class room, with the work done by the students individually at home, and also to integrate the learning process with examinations so as to provide data for assessing the quantity and quality of work done by students. According to this system, 20 per cent of the marks in every subject are set aside for the assessment of the record of work and the progress of candidates at the school including periodical tests and practical work. Of these, 15 marks are earmarked for the regular academic work as recorded by the pupil in his exercise books, the remaining 5 marks reserved for any ingenuity shown by the pupil in the application of any of the principles learnt, to his every day life or for the proficiency he shows in debates, in writing articles for magazines, or in the right use of the school library.

The assessment of a pupil's work is made on the basis of monthly tests, day-to-day work in the class, home work, regularity and neatness, in a register maintained for the purpose by the subject-teacher. Pupils are marked by symbols (A to F) once a month according to merit. The final assessment in progress is made by the headmaster at the end of the session in Class XI. These marks are subject to scrutiny before being finally accepted by the School Examination Board. This Board has been entrusted with enforcing the system in schools and its supervision.

In each district, an Assessment Committee of experienced headmasters of each school meets to scrutinise records, where necessary, and certify the marks awarded by individual headmasters. A report is then sent to the School Examination Board and the Divisional Inspector. The final examination is conducted by the Central Assessment Committee of the School Examination Board and with effect from this year, schools are to be classified under categories 'A', 'B' and 'C' on the basis of the report handed in about each school. It is intended to reward the best schools in the shape of increased grants.

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Bombay

(A number of interesting reports of projects carried out in Bombay State schools have been received, Some of which are summarised below. We would welcome similar reports from other schools).

Every secondary school in the Bijapur district has a 'Ministry'. The district headquarters where there is a

number of secondary schools, has an Inter-School Cabinet. Different departments of the school are managed by a Minister in charge and the School Ministry as a whole works out a plan for the academic year. Every school has also a Court which adjudicates breaches of school discipline. *The Anglo-Urdu High School, Bijapur,* has in addition introduced the Question Hour once a week, when the whole school meets as a Parliament.

The Government High School, Karwar has undertaken similar experiments in self-Government. The pupil's representatives were asked to organise the Annual Sports Meet and an Arts and Crafts Exhibition. The pupils made a success of it, forming various committees for reception, equipment, prizes and so on.

V. V. Mandir, Avidha, has had a Swaraj Committee for the last three years. The pupils' representatives run their own stores and organise all the extra-curricular activities and the social work of the school.

Pratap Vidya Mandir, Chopda (East Khandesh), has a Kalapathak to disseminate useful information on health and hygiene and on the need to eradicate some of the social evils through intelligent thought-provoking dialogues and theatricals, in the villages round about Chopda town. They also entertain the village folk with songs and dances. Some pupils of this school have undertaken to run social education classes under the guidance of their teachers.

Shramdan for the school or the community was undertaken by the pupils of *Hindu High School, Karwar* who worked for one week to construct an approach road 160 feet by 16 feet to the new site of the school. In this they secured the cooperation of the local Municipality and the advice of the local engineers.

Pupils and teachers of the *S. K. High School, Saundatti* are reported to have levelled the ground round about the school building, thus contributing over thousands of rupees in labour to the school.

The Vidyamandir High School, Sangola is located in the scarcity area of the Sholapur District. Owing to the poverty of the people and the general backwardness in education no popular contributions were forthcoming to put up the additional class rooms needed for the school. The pupils under the leadership of the Superintendent have learnt to make mud bricks and construct mud walls. They have worked during the summer vacation for the last three years and have been able to provide the necessary accommodation for holding their classes.

Vasandas High School, Virsad (Kaira District) reports the construction of an approach road to the school 2,100 feet long and 18 feet wide.

The staff and students of *Sharada Mandir* and *Vinay Mandir, Ahmedabad* decided to take a practical lesson in social education. A tour was, therefore, arranged during the Christmas holidays for this purpose. Saurashtra villages were chosen as their experimental field. The staff were pleasantly surprised to find that about 60 students came forward to live a village life for about a week. The Development Officer of the area cooperated heartily in the project. Each batch was asked to stay in a village for a week. During their stay the students had to follow a definite course on social work. Every student was the guest of a farmer and had an opportunity of sharing his

family life and his work in the fields. The other camp held *Prabhat pheris* in which the villagers also joined heartily. Dramatics and *Bhajan* programmes were also held which were equally enjoyed by the villagers.

All these town children formed new rural ties. This experiment enabled students to do away with the dirt, mud and unevenness of country streets and roads. In some places play grounds were constructed for the village children, in others the students ran the school or the village Panchayat. The local schools and Panchayats were greatly impressed by this example of self-reliance, the dignity of labour and the students' attempts at social and economic uplift. The Camps were not meant only for work but also to win the friendship of the villagers who taught the students many things in return, for Unity and neighbourliness instance.

During these days another batch of about 60 students went to Viramgam, Upariala and Kharagoda for the survey and study of village life. They also learnt something about salt manufacture.

The rest of the students who stayed behind, hearing of the charm of village life in Saurashtra from their friends, decided to have a similar camp at Dholka, the nearest spot they could manage.

The *Dravid High School, Wai,* carried out a village survey to make the teaching of Geography easier. The teachers first formulated a questionnaire covering various aspects of village life, for the guidance of the pupils. The project was then explained to the pupils of standard VII and by common consent the village of Dhom, 8 miles from Wai was selected for the purpose. The students were divided into batches looking after specific aspects of the survey. When it was completed the information collected was carefully tabulated and pictures and charts prepared to illustrate the project. The teachers found on evaluating the scheme that the pupils had not only learnt a new way of looking at Geography but had developed an intelligent interest in village life.

C. N. Vidya Vihar, Ahmedabad, has formed a Science Club in which pupils from standard X and XI are enlisted as regular members. Each member has to prepare one topic of scientific interest. They propose to publish annually such papers as are considered good enough for publication.

The teachers of the new English School, Satara, felt that pupils do not learn as much from ready made teaching aids as they do from aids made by themselves. It was also felt that providing ready made teaching aids, such as, maps and charts was a drain on the school's financial resources. The various teachers got together and drew up lists of charts, maps and pictures which were to be prepared. The pupils were asked to select their own topics from the lists and offer suggestions as to how to set about the work, the material to be used and so on. Prizes were announced for the best entries, but there was no entrance fee for the competition. The prize winning entries were to be donated to the school which in addition offered to buy, for the price of the material used, as many aids as the Selection Committee decided to choose. All this work was done during the Diwali vacation; pupils being encouraged to do individual as well as group work

When the results of the competition were declared by the Selection Committee there were 179 beautifully prepared maps, charts and other teaching aids. Apart from the thorough study which the pupils had to undertake, a good deal of creative talent sometimes hidden even from themselves, was discovered. The project brought the pupils and teachers closer and stimulated the pride of the pupils in their class rooms, where these aids are now displayed. Several models which cannot be kept in the class room have been arranged carefully in a special room which has now been turned into the school museum. Both pupils and teachers declare that the results of the teachers declare that the results of the while than they had anticipated.

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Coorg

A three day seminar attended by 60 headmasters of high schools and middle schools, and directed by the State Educational Officer was conducted at Central High School, Mercara in March, 1955.

Shri K. Mallappa, State Minister of Education who inaugurated the seminar emphasised the need for reform in the field of education. All the high schools, he said, must be converted into multi-purpose schools, as soon as possible. It was necessary to extend the secondary stage to four years in view of the fact that it was a terminal stage and sufficient time must be given to a student to prepare himself to be a fit member of society.

Subjects discussed in the seminar included symposia on "Preparation for Life at the Secondary Stage," and, "The Use of Libraries in Secondary Schools".

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Hyderabad

Twenty eight schools are being converted into multi-purpose schools from this academic year (1955) with Technical, Agriculture, Commercial, Science, Home Science and Fine Arts groups respectively.

Two B.Ed. Colleges were started during the current year with accommodation for 150 trainees in each college. Six more Secondary Training centres are being started with effect from this academic year. The duration of the training will be two years.

Under the scheme of Training-cum-Production Centres, the former Girls' Vocational institutions at Hyderabad, Secunderabad, Aurangabad and Gulbarga have been renamed Girls' Vocational Institutes to conduct Post-matriculation training certificate courses in Domestic Science, along with craft courses and special courses. Similarly, the Boys' Technical Institutions at Nizamabad, Nanded and Raichur are being re-named Technical Training Centres to prepare students for certificate and Diploma courses in craftsmanship.

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Madhya Bharat

A committee has been appointed to suggest amendments to the existing Madhya Bharat Secondary Education Act in the light of the recommendations of the Secondary Education Commission, and to consider the syllabus of the Higher Secondary Examination at the end of Class XI, as they are applicable to the Board.

Ten high schools are proposed to be converted into multi-purpose high schools during the current year under the Government of India Scheme.

Tuition fees for girls up to the high school standard have been abolished. Hitherto only primary education for girls was free.

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Madhya Pradesh

Diploma Training Institute Khandwa; New projects and activities:— In consonance with the aims of secondary education as specified by the Secondary Education Commission, pupils in the Institute are taught democratic ideals and ways of living, the need for willing acceptance of responsibility and the discharge of it to the best of one's capacity. Students are taught to feel that no work, however, lowly is unworthy and that the professional honour and prestige of the institution should be maintained at all times.

The College Council of the Institute, with the Principal as Chairman discusses important issues, and lines of action are then chalked out by mutual consultation. The hostels are managed by elected prefects and the hostel messes run under the guidance of the hostel warden by student representatives who are elected every month.

Extra activities such as spinning and weaving, drawing and painting, music and gardening are taught in the morning and students have to choose one of these activities as a hobby. Class lectures are supplemented by seminars and tutorial work, and group discussions guided by the lecturers in charge on topics of educational significance are encouraged. Individual guidance in study is given by the tutors who help in finding out reference material and indicate ways of tackling problems in the projects attempted by the pupils. The Institute's small but useful library organised in accordance with the Dewey Decimal system makes reference easy.

A novel educational and cultural week was organised by the Institute this year in connection with the Ganesh Utsava celebrations. With the help of recent educational material supplied by local educational institutions and by the U.S. Information Library and the British Council, an exhibition was held and a students' symposium arranged on the aims and ideals of education in free India. The public were invited to participate in a citizens' debate, and lectures were delivered by prominent educationists in town on subjects of educational significance. Teachers and students alike worked enthusiastically to make the whole programme a success.

The Social Service Squad of the Institute works regularly in the town and in neighbouring areas whenever their assistance is required. There is active cooperation between the local citizen and the squad in maintaining friendliness in the town. Usually not more than 20 workers in a batch work under the guidance of a lecturer or an influential local worker. The aim is to teach through personal example.

University Training College, Nagpur: Research in Educational Guidance and Counselling.

A battery of differential aptitudes tests is being prepared at the college with the ultimate object of enabling the school administration to guide high school students in choosing courses of study on the basis of their aptitudes. The scheme is financially assisted by the Government of India. The library of the college which contains up-to-date literature on educational testing

and research is open to those who wish to study recent trends in education at home and abroad. This library service will be extended to schools on a request basis shortly.

Teachers Training College, Jabalpore: Test Construction

The testing section of the college has completed construction and standardisation of the Prantiya Shiksha Mahavidhyala general intelligence test in two languages, Hindi and Marathi. Some additional work has been done in connection with the validity, reliability and factorial analysis of inter test co-relations.

The test-retest reliability (after correction for reconstruction of range) is .91. This index is based on the test-retest of 157 students of Marathi High School, Jabalpore, the time interval between the two administrations being only six months. The school marks of the same students (average of three years) were co-related with this course on the Prantiya Shiksha Mahavidhayala test, the validity co-efficiency being 44. The results of the factor analysis show that a single general factor may be postulated to explain all the inter co-relations.

The Testing Section has undertaken to construct a non-verbal test of intelligence for younger age groups as it is found that the verbal items are not suitable for the measurement of intelligence of younger children. The test items have already been constructed and the pictorial form is being prepared.

The Section has prepared a Hindi version of the Stanford Binet (1937) test. Certain items have been translated and suitably re-adapted. Independent standardisation, however, has not been carried out.

Preparation for Multi-purpose Schools

Two committees have been appointed from the members of the college staff to study the implications of starting multi-purpose schools and with the task of defining, delimiting and interpreting dynamic methods. General lines on which the proposed changes in the field of structure, organisation and curriculum are to be carried out, are being discussed.

Seminar of Secondary School Teachers, Bilaspur Division

A practical step towards the implementation of the Secondary Education Commission's recommendation was taken by the teachers of Bilaspur division who organised a ten-day Seminar in May this year at Amarkantak, a picturesque hill station in Central India where the Narbada takes its source. The Seminar was organised by the Divisional Superintendent of Education under the patronage of the Department of Education, Madhya Pradesh. The State Government met part of the funds and part was met by the Mahakoushal Graduates' Association, Bilaspur and Raigarh Branches.

The Seminar was inaugurated on May 10 by Shri Jagmohandas, State Deputy Minister for Education, and was attended by about 300 Headmasters, Assistant District Inspectors of Schools and Assistant teachers. Shri Jagmohandas discussed among other things the new schemes for the improvement of Secondary Education in Madhya Pradesh.

Several interesting lectures were delivered including one on "Multi-purpose Schools" and "The Schools of

Tomorrow". Teachers were divided into five groups for discussing various problems of interest under the guidance of a group leader. Several individuals and some groups of two or three teachers each have sent in papers on the problems in which they are interested and they propose to publish some of these papers in due course. Many of the teachers felt that the Seminar helped them to learn by experience the procedure and techniques of group discussion. In addition to group discussions, a symposium was organised every day for about an hour and various subjects were discussed, for example: long vacations in the schools should be discontinued immediately, school hours should be fixed from 7 to 11 a.m. and 2 to 5 p.m. and the annual promotion examination should be stopped forthwith.

A gathering of poets was organised at which Bengali and Maithili poems were recited. Interesting films on education were shown every evening by the Publicity Department of the State.

Excursions to various places of local interest were arranged. The Seminar library to which schools and colleges from the neighbouring areas lent several volumes, though organised in a tent, proved extremely popular.

The members of the Seminar decided before they wound up that the Seminar would be incomplete without *Shramdan*. They constructed a platform in one corner of the picturesque spot where the Seminar was held. It was formally opened by Shri K. Santhanam, Lieut. Governor, Vindhya Pradesh.

Travancore-Cochin

In the State budget for 1955-56, for the implementation of some of the recommendations of the Secondary Education Commission, provision has been made for: (1) introducing diversified courses of study in 20 schools, (2) improving facilities for teaching science in six departmental schools, (3) improvement of teaching in 30 departmental schools, (4) improvement of school libraries, (5) training of teachers, and (6) the introduction of crafts in middle schools.

The practical courses introduced in form IV in certain high schools during 1954-55 have been extended to form V during 1955-56 for the Kunnathunad-Chalakudy Project area. Wood work in one school, wireman's course in two schools for boys, and needle work and tailoring in two schools for girls have been introduced in form IV during 1955-56.

Steps are being taken to conduct a seminar for training teachers in Audio-visual Education.

Two teachers were deputed to attend the course for Career masters conducted at New Delhi and one officer was deputed to attend the seminar for the production of textbooks recently held at Srinagar.

In order to improve the standard in Secondary schools, instructions have been issued to Heads of High schools for the nomination of Chief Masters in subjects who will supervise the work of Assistant Masters of their respective subjects, and watch the progress of work. The Chief Masters will maintain a record of their work which will be inspected by Inspecting Officers.

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Tripura

To improve self expression the boys of *Bodhjung Government High School,*

Tripura—*contd.*

Agartala are encouraged to assemble together every day and discuss important topics. Every Saturday they have to take part in any of the following activities:—

(i) Debates and lectures.

(ii) Literary clubs and amusements.

(iii) Question and answers.

(iv) Drawing and painting.

(v) Indoor games.

(vi) Clearing the area around the school.

In conformity with the recommendations of the Secondary Education Commission, opportunities are afforded to pupils to apply practically the knowledge that they have acquired. Geography in Class X is being taught according to the workshop method. The students of the class have been divided into groups. Each group has been assigned a topic on India on which it works intensively doing reference work, collecting information from the teacher, drawing maps and charts, making models, keeping weather records etc. Each group has to report back to the whole class about its progress of work every week where a thorough and lively discussion takes place. To correlate group work with individual work important questions are set in class for home-task.

At the *M.T. Girls' High School, Agartala,* a sick-room has been properly equipped to attend to emergency cases in the Institution. Whenever casualties come in students are asked to attend to them. This helps to develop in the children a spirit of service.

To break the monotonous routine in class work and to promote lively interest in lessons, an assembly of students and teachers is held every day at the *N.C. Institution, Sonamura.* It usually starts with the national anthem and a student whose name is announced on the previous day speaks on a subject, recites or reads out an article written by him.

For training in self-government and citizenship the boys have formed a Ministry consisting of five Ministers, each being in charge of a department, such as literature, health, games, sports and social service.

The house system has been introduced in *Khowai Government High School, Khowai,* the whole school being divided into four houses. The healthy rivalry thus promoted has led to keen and competitive effort on the part of the pupils in class and on the playground.

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West Bengal

At *Taki Government High School, Taki, 24-Parganas,* a Parent-Teacher Association to maintain closer contact between home and school has been formed.

The system of regular and surprise tests of short duration on each curricular subject has been introduced with the object of ensuring thoroughness in study and a regular check up of the students' achievements. Twenty per cent of the total marks for the Annual Examination will now be awarded through this process of internal marking.

Adequate steps have been taken in *Hooghly Branch School, Hooghly* for the maintenance of cumulative record

(*Continued on page* 300)

THE TEACHING OF HISTORY IN SECONDARY SCHOOLS IN THE SUDAN

(This article has been condensed from a report presented by Mr. H. F. C. Smith, late Chairman History Panel— Examinations Council and History Teachers' Conference, Sudan. It represents his personal views on the problems which have faced the teaching of History in the Sudan Secondary Schools since 1948. The reader will find in this an intelligent thought-provoking presentation of many problems in History teaching which should give food for thought to our teachers of History. It is a warning against taking things passively for granted).

The teaching of History at Secondary School level has far greater significance in the Sudan than in countries with a conservative and more firmly established social and political system. Sudan is at present passing through a period of stress; it is a period of revolution and experiment, when it is important that educated citizens, to maintain a balanced perspective, must fully understand the causes of the change taking place around them. An exceptionally high proportion of Secondary school students are eventually called upon to occupy important positions in the public services. It is therefore necessary that the history of failures and achievements of public figures and of the development of diverse political, social and economic institutions, must be taught as a basic subject in schools. Because of the present technical needs of the country, an unduly high proportion of the best Secondary school students enter faculties of science for higher learning and make little or no further study of history and allied subjects after leaving school. Sudan, now rapidly approaching the end of a long period of foreign rule and about to take its place among the free nations of the world, requires of its educated citizens an understanding of, and a critical attitude towards events and international relations that can only be achieved by a thorough grounding in modern history.

Problems Peculiar to the Sudan:

I. *The Choice of subject matter*: In countries like Britain, France and the U.S.A., the procedure followed in history teaching includes the following elements:—

(i) National history in some form.

(ii) The history of regions which have some strong connection with the homeland through community of culture.

(iii) 'World history' (ancient civilisations, topics, etc.)

Within limits, this procedure would seem to work well. But neither this nor any other properly defined scheme of work is well established in the Sudan Secondary schools. There are three main reasons for this:

During the past six years senior history teachers have been British, trained in Britain and familiar with the historical subject matter taught in English schools. What has, therefore, happened is that British subject matter has been taught modified to varying extents by different individuals to meet

local conditions in the Sudan. Naturally this subject matter has borne little significance for the pupils. Though this has now largely disappeared, there still remains a considerable amount of European history in the curricula of Secondary schools. In this connection the B.A. (Hons.) course in Middle Eastern history now taught at London University should perhaps be regarded as of special value. But there is on this fundamental point still room for serious discussion and for the considerable reform of syllabuses.

The second reason that complicates this problem is the difficulty in teaching Sudanese national history. So far no attempt to Sudanese history before 1881 has been made except in a very small minority of Secondary schools. This is due to the fact that much of Archaeological research, language study, collection of historical documents and other records, recording of oral tradition, etc. has yet to be carried out before a continuous story is available for teaching.

The third reason relates to considerations connected with the 'north-south' problem. The national aim of uniting in one State two regions supporting different cultures has naturally had repercussions on the teaching of history in the schools. It is constantly questioned as to whether or not the Secondary students in the southern provinces should be given an opportunity to learn historical subject matter markedly different from that usually taught in the northern schools.

However, as a workable solution it is suggested that the basic elements for Secondary school syllabuses should be selected from among the following:—

(a) The history of the Sudan from the earliest times;

(b) The history of the Middle East from the rise of the ancient civilisations;

(c) The history of the impact of European civilisation on tropical Africa, with sufficient background of European History to make this comprehensive;

(d) The history of international relations in the late 19th and 20th centuries, with special reference to the causes of the World Wars.

(a) This subject offers enormous scope for research though some valuable work on a considerable scale has been done by the Sudan Antiquities Service and foreign archaeological expeditions. The medieval history of the country is in a far worse state. The problem assumes greater urgency when it is realised that oral tradition is fast disappearing. A lead can be given by the University College of Khartoum and the Sudan Historical Association founded in 1953.

There is no lack of material on modern Sudan though no comprehensive and properly documented political and social history of the Sudan in the 20th century has yet appeared. 'Administrative' histories produced by British officials or a few nationalistic Egyptian works that are more anti-British than historically sound are of little value.

(b) Here difficulties centre round the period from the rise of Islam to the downfall of the Abbasid Caliphate. The difficulties are not of source material, but of the traditional approach to the subject. The subject "History of the Arabs" has been up till now beyond the purview of teachers because they are continually faced with the problem of finding a correct rela-

tionship between religious teaching and historical study.

(c) The impact of European civilisation on Africa forms a controversial subject, and effective teaching of the subject will require a considerable amount of preparatory reading and a new 'African' approach to European history.

(d) International relations in the late 19th and 20th centuries, with special reference to the causes of the World Wars is a subject of study in all schools and forms a part of the School Certificate syllabuses. This subject presents no particular difficulty with regard to selection of subject matter.

II. *The provision of textbooks*: It is virtually true to say that no history textbooks at present being studied by Secondary school students are suitable for their use. Their chief defect is that they are books meant for European students, assuming a background knowledge of European political, social and economic conditions which Sudanese pupils do not possess. The treatment of the subject is from the British point of view and the language is English. Mowat and Kelly's "Ancient World", Underwood's "From the League of Nations to the Second World War" and Somervell's "Modern Europe" are a few instances in point.

The textbooks in Arabic present the same problem. This is especially the case with the history of the Arabs. The textbook approved by the Egyptian Ministry of Education, for use in the Egyptian Secondary schools is not suitable for the Sudan schools partly because it is too elementary for the stage at which the history of the Arabs is taught (usually second year), and partly because it concentrates on the internal history of Egypt to the exclusion of more general matters. It is noteworthy that no Arabic educationist seems to have produced a comprehensive Secondary school textbook on this subject, couched in general terms and free from undue concentration on the internal history of Iraq, Syria or Egypt.

The worst part of the textbook difficulty lies in the fact that, for a considerable part of the basic subject matter suggested, no school textbooks at Secondary level exist, suitable or otherwise. On the history of the Middle East no suitable books exist nor is there any plan for future publication. On the subject of the European impact on tropical Africa, Ingham's 'Europe and Africa' serves a limited purpose and is used as a stop-gap. But new writing is urgently required here as on the other two subjects.

III. *Visual aids.* Visual aids are used in the Sudan schools in the form of diagrams, pictures, wall maps and atlases. So far as diagrams and pictures go, there is no serious problem to solve, for printed diagrams are limited and in any case the individual teacher must produce his own rather than rely on ones commercially produced. Photographs of Middle Eastern antiquities are obtainable without difficulty from museums. Photographs illustrative of the history of the Sudan are also easy to obtain. For the medieval and modern periods there are illustrations from the works of travellers.

The problem of visual aids in the Sudan is really the problem of atlases and wall-maps. No suitable atlas of Middle Eastern History is available. No atlas at all for Sudanese history or African history exists. With regard to wall-maps, no series of wall-maps illus-

trative of African or Middle Eastern (except ancient) history have been discovered. It is certain that none illustrative of Sudan history exists. The difficulty here is not the lack of subject matter for maps, but that of mechanics for production and printing. This problem would be solved if a plan of cooperation could be worked out between the History Teachers' Conference and the Government Publications Bureau and the Survey Department.

IV. *'Practical' work by students.* To the non-specialists, the Sudan too often appears to be a historical as well as a physical desert, because of the enormous size of the country, the difficulties of communications and the relative scarcity of easily visible historical monuments. A European boy learns quickly because he lives permanently surrounded by many well-known and easily visible and recognisable historical monuments. A Sudanese boy has no such facilities. This greatly enhances the importance of visits to historical sites and study of historical objects in museums. School museums exist at Wadi Seidna and Khor Taqqat but nowhere else.

One other aspect of 'Practical work', popular and widely practised, is the production of historical wall-magazines. In some schools wall-magazines have, through lack of control, become vehicles of student politics. Such a tendency should be discouraged and checked in time and every effort made to direct this medium of history teaching into proper channels.

The Teaching Languages

The question as to whether history should, in Secondary schools, be taught in Arabic or English is of course part of the general problem of the future position of English as language of learning in the Sudan. Reference may, however, be made to some aspects of the 'Arabic-English' question that are relevant to a survey of Secondary School history teaching.

In the *southern* schools, there is no escape from teaching history in English unless Southern Intermediate education is thoroughly Arabicised. In that context, the choice of English rather than Arabic has considerable advantages.

In northern schools the situation is more complex. Islamic history from the Jahiliya to the first Mongol Invasion of the Middle East is universally taught in Arabic. Apart from this, the teaching of every other subject is in English.

The author's own views on this situation are as follows: It is obviously most suitable from all points of view that the medieval history of the Middle East (including Islamic history) should be taught in Arabic. So also the history of the ancient and medieval Sudan for it is illogical for a student to commence the study of his own country in a foreign language. This will not be difficult when the works that are under compilation are published. But the position is still not clear because all written sources for early Sudan history (especially archaeological works) are in English or some other European language. Thus teachers must be English-speaking.

At the same time, while there is any question of retaining English as the language of history teaching at any stage in the Secondary schools, the place of English is clearly in the senior years. This ties the teaching of Islamic and early Sudanese history to the junior years.

If English is to be retained in the third and fourth years and non-Arabic-speaking staff employed to teach, two points arise: (1) There is pressing need for the compilation of a standard English-Arabic vocabulary of technical terms and uncommon words used in modern history. (2) Non-Arabic staff should be required to acquire some knowledge of Arabic, especially of vocabulary connected with their teaching subjects and grammatical constructions in Arabic.

The aim of the foregoing remarks has been to show that history teaching in the Sudanese Secondary schools has to be reorganised and established on a sound basis. It is clear that existing problems are too various and general to admit of solution by individual teachers working on their own. There is need of some central organisation for the exchange of ideas on teaching problems and the formulation of a plan. This is the function of the History Teachers' Conference which since 1952 has concerned itself with general problems of history teaching in Secondary schools. Another institution that could actively help in this problem is the Sudan Historical Association founded in 1953. This Association has functions connected with the teaching of history in Secondary schools, and is intended as a clearing house for source material on Sudanese history. It invites contributions from teachers for publication and offers an historical information service to its members.

The question of the training of history teachers is no less important and it is regrettable that there is as yet no proper provision for the training of Secondary school history specialists. Owing to the lack of such training, teachers in the Sudan show little inclination to refer to source material on obscure subjects and pay little attention to devising their own visual aids. New and important subjects such as the modern history of tropical Africa, require wide reading and reference to many sources, and a tradition that such work is part of the normal duties of a teacher must eventually be built up.

H. F. C. Smith

HOW CAN OUR SECONDARY SCHOOLS HELP BLIND CHILDREN ?

We have all heard about the unique literary achievements of Homer, Milton and Surdas. These immortal blind men of letters showed that loss of vision was no serious barrier to the pursuit of an intellectual career and that the light of knowledge was not denied to the blind. But the world was rather slow to comprehend the lesson of their example, for organized attempts to educate the blind began only about a hundred and fifty years ago.

The first attempt to give education to the blind in this country was made about seventy years ago when the first school for the blind was established at Amritsar. Today, we have about 53 institutions imparting primary education and vocational training to about 2,000 blind children and adults. Only three or four of these institutions take blind children to the secondary stage. Last year not more than 15 blind adolescents passed the Matriculation or an equivalent examination.

How are the blind educated? They receive education mainly through the medium of Braille—a system of embossed writing based on the permutation of six points. The Central Braille Press at Dehra Dun is at present engaged in producing Braille textbooks in Hindi and other regional languages. Since the productive capacity of the Central Braille Press is very limited, the Ministry of Education also gives grants to institutions for the blind for transcribing textbooks into Braille by hand.

One is apt to wonder whether it is possible to teach all the academic subjects to blind children at the secondary stage. The teaching of subjects like Geography, Mathematics and Science usually presents special problems, but the development of modern techniques has made the teaching of these subjects very much easier. By passing his skilful fingers over an embossed map a blind child can get an idea of the physical features of a country in a few seconds. With modern devices he can deal with almost every problem in elementary mathematics. The teaching of quantitative science presents problems which continue to baffle enducators of the blind although some aids have been devised in recent years.

We have no reliable statistics, but it is believed that there are about 1,00,000 blind children of school-going age in this country. As we have seen, less than two thousand of them are at school. These figures clearly indicate that there is a pressing need for providing more educational facilities for the blind. A seminar was recently held at Mussoorie to consider all aspects of the education of the blind. It was inaugurated by Dr. Helen Keller, the deaf-blind author, whom Mark Twain described as one of the "two most interesting characters of the ninteenth century" and who continues to

be one of the most fascinating characters of the present century. During her recent visit to India she visited several institutions for the blind. Inaugurating the seminar at Mussoorie she said: "I have been deeply impressed with the quality of the work done in your schools for the blind. But you need more schools, more teachers and more equipment."

This was what the delegates attending the seminar felt and among other things, they recommended that during the Second Five-Year Plan period at least one State-owned school for the blind should be established in every major State. The implementation of this recommendation will go a long way in improving the existing situation, but it will only touch the fringe of the problem.

What can we do to deal with this problem more effectively? In the United States a number of blind children after being taught Braille and trained in the use of other special educational devices are sent to schools for normal children. This experiment has proved a success in the United States and is likely to produce useful results here, particularly at the secondary stage. If some of our blind children can be educated in schools for normal children, the problem of providing more educational facilities for the blind will become infinitely simpler. It might be worthwhile for some of our secondary schools to give the lead and try the experiment of admitting a few blind children who have had their initial training in a good school for the blind. By undertaking this experiment secondary schools will be helping in the solution of a big national problem.

Lal Advani

(*Continued from page 293*)

cards for all pupils in the form as prescribed by the Secondary Education Commission Report.

'Home visitation' by teachers has lately commenced and the recording of personality traits will follow.

The District Inspectorate of Nadia systematically holds Educational Conferences in which teachers of Primary and Secondary schools participate. Educational exhibitions have become a characteristic feature of these conferences.

To develop the power of composition and create in the pupils a real love for reading, provision has been made for supervised study in class rooms for two periods in the week for the boys of *Jalpaiguri Zilla School, Jalpaiguri;* (classes V to X). Each boy is encouraged to take down notes of the portions read and to submit to the teacher in charge a summary of what he has read. The best of these writings are then selected for the Class Wall Magazine, some of which are later included in the annual magazine of the school.

To prevent bad spelling, two lists of English and Bengali words which are commonly misspelt by the pupils have been prepared. These lists are hung in the class rooms and the pupils are encouraged to refer to them whenever they are in doubt about the spelling of any word.

ACTIVITIES ABROAD

AFGHANISTAN

Eric Hill, a UNESCO Technical Assistance expert now working as Adviser to the Ministry of Education, Afghanistan, who was interviewed recently by a UNESCO reporter narrated his experiences in overhauling the country's educational system. When he first arrived in Afghanistan from New Zealand where he was Inspector of Schools, he found the education officials in Afghanistan already convinced that it was time to train more teachers for the country's schools. Also that teaching methods had to be changed radically. In a system suffering from too much bookishness pupils learn by memorising their textbooks and reciting them back to the teacher at examination time. Passing examinations was all that mattered. Mr. Hill decided to stress what he called "the active side of learning"—lessons in which pupils participated instead of merely learning words. In this changeover he had to win the support of Afghan school inspectors and with this in view he conducted a three week course at Jallahabad half way between Kabul and the Pakistan border. Droning recitations were replaced by lessons and up-to-date teaching aids. Today in Afghanistan the old traditional methods are gradually being transformed.

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BRITAIN

Serious concern is being expressed in educational circles in Britain regarding the present day system of secondary education. It was recognized that there was some danger in confining modern schools within the rigid frame-work of external examinations, but it was hoped that the teaching staff would do their best to maintain standards. Sufficient allowances do not appear to have been made while expressing this hope for the fewness of teachers who were to see the bulge through the secondary schools. Since the war, the schools have been suffering from very large classes and the consequent lack of individual attention has resulted in children getting behind hand and once having got there never catching up without special coaching. The usefulness of examinations is also being questioned. Students have begun to think increasingly that passing examinations is the key to everything. But when they enter into open competition with others in adult life, they find that the prizes no longer fall to them but go to people with more personality and drive. These points were emphasised in the recent presidential address of Sir Wilfred Martineau to the Association of Education Committees at its Annual Conference in June this year.

The emphasis, as everywhere else, seems to be on more teachers, more school buildings, and reduction in the size of classes.

There is also a growing doubt whether the General Certificate of Education is fulfilling the hopes of those who set it up to replace the old School Certificate and the London Matriculation Examination.

CHILE

Inter-American Conference on Secondary Education

"School Life" (official periodical of the U.S. Office of Education) reports that Latin-American Ministries of Education during recent years have been planning a revision of their secondary school programmes. Their schools have growing pains; more pupils are seeking admission, additional buildings are needed and competent teachers to staff them. Major reasons for the expansion are the desire to make schooling available to numbers of youth, a more functional curriculum for them, and to operate schools more democratically. Before inaugurating the new programmes in secondary education they wished to meet representatives of all the American States, exchange ideas and draw up comprehensive recommendations that would be of use in improving these programmes. It is felt that this would provide opportunities for full discussion and make possible some consensus on the nature and goals of secondary education in the Americas.

The first Inter-American seminar on secondary education was, therefore, held in the *Instituto Pedagogico Nacional,* Santiago, Chile, in January this year sponsored by the Pan-American Union and the Government of Chile. Official delegates from all the American States except three attended. The Chilean Ministry of Education provided 35 professional consultants, and UNESCO, Spain, France and Italy sent official observers.

During the first week delegates met in plenary sessions and heard summaries of work papers and reports on secondary education in the South American States, Spain, and the U.S.A. At the beginning of the second week, seminar delegates and consultants were organised into working committees and by the end of that week each working committee prepared recommendations on all items listed in its particular section of the agenda. The reports of these working committees were heard, criticised and then reviewed. The amended report was later submitted to the plenary group for final approval. The full reports are being prepared for publication by the professional staff of the Pan-American Union. The recommendations represent the views of the delegates on an ideal programme of secondary education and it rests with each country to determine the steps towards this ideal goal.

The recommendations emphasise among other points that equal educational opportunities should be provided for all youth regardless of economic status or geographical location. As individuals differ greatly, equal opportunity often means different rather than identical educational opportunities for all youth. Secondary education should provide the functional process by which students can achieve good health, worthy home membership, good citizenship, adequate vocational preparation, a high ethical character, and worthwhile use of leisure time. Within each school system there should be established a permanent curriculum council having responsibility for determining local needs and making recommendations to the Ministry. Membership on these councils should include school officials, teachers and lay citizens. It was also recognized that increased study of international relations should be provided at the secondary level.

Schools should use a wide variety of teaching methods including the organisation of content into units of work and systematic procedures for co-operative teacher-pupil planning. Pupil failure should be examined carefully and systematically with a view to discovering causes of failure.

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FRANCE

Thirty student delegations from 29 countries met in Paris in April this year to participate in the 9th International High School Forum sponsored by "The New York Herald Tribune". UNESCO and the French National Commission for UNESCO co-operated in organising the event which has been usually held in New York but was for the first time held outside the United States. The theme under discussion was "The World We Want". Other foreign sessions are likely to take place in Cairo, Beirut, Karachi and New Delhi.

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LUXEMBOURG

The first "European" secondary school has been operating successfully for several months in Luxembourg. It was started in October last year on the principle "Five nationalities, four languages and one teaching method". The little Duchy of Luxembourg, situated as it is, is admirably suited for this purpose and the school's 70 pupils are drawn from Belgium, Holland, France, Germany and Italy. The High School has two classes each comprising four sections and together with the primary school opened a year ago and the Kindergarten, forms a community of 225 children who receive the same education in four different languages.

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SCIENTISTS MEET IN MILAN

In the first world meeting of its kind, Directors of National Scientific Research Centres from 23 countries met recently in Milan, Italy, under the auspices of the United Nations Educational Scientific and Cultural Organisation.

The Directors discussing the shortage of trained scientists declared that "any community that wishes to benefit from scientific advance should make a scientific career attractive to its young men and women".

A new problem on the horizon was the shortage of secondary school Science Teachers not only in the less developed countries but even in Canada, the United Kingdom and the United States where research is well advanced and where scientists in universities, industries and Government sponsored research are relatively well paid. Britain's Sir Ben Lockspeiser is reported to have stated: "I believe something will have to be done to raise salaries and career prospects in the secondary schools. If you do not get teachers of science and mathematics in secondary schools, then you will not get material at the university level, and the whole idea of expanding technology and the number of university level graduates will fall to the ground".

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POLAND

Educational authorities in many countries, recognising that country holidays provide a refreshing change for city bred children, usually organise summer camps by the sea or in the mountains. The reverse process during the last three years has been operating in Poland. Some 100,000 children from remote villages have

been able to spend their holidays in the city, visiting historical monuments, galleries and theatres and taking part in various activities organised for them by the Ministry of Education.

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INTERNATIONAL BUREAU OF EDUCATION

The financing of education was the main subject discussed at the 18th Conference on public education convened jointly by UNESCO and the International Bureau of Education in Geneva this April. At previous sessions recommendations have been drafted on compulsory education and its prolongation, on the access of women to education and on the training and status of primary and secondary school teachers. Lack of funds prevented certain of these recommendations from being put into practice. Ways of solving this basic aspect of the problem were discussed. Delegates were provided with a comparative study on the financing of education based on data supplied by the various Ministries of Education.

The 16th edition of the International Year Book of Education, which covers 63 countries, surveys the increased needs of education and contains detailed reports up to 1953-54 on education all over the world including, for the first time, the USSR and other countries of Eastern Europe.

It reveals among other things that educational expenditure continued to increase steadily in all countries and a considerable part of this expenditure was absorbed by school building needs. For the first time there were cases where secondary and vocational education took precedence in this field over primary education. Enrolments were also on the increase. Secondary curricula and syllabuses were revised in no less than half the countries. This fact in conjunction with the new emphasis given to the building needs of secondary education showed that the growing point of education is to be found in the secondary field.

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U.S.A.

High School Education for Girls

The United Nations Commission on the status of women has published a study which explores the chances for high school education for girls throughout the world. In most countries separate high schools are provided for boys and girls, though this practice of segregation is not rigidly carried out, except in countries where by principle and tradition the sexes are segregated. Girls constitute only 27 per cent of the total high school enrolment in Asia, 28 per cent in Africa, but in Asian countries where co-education prevails, as for instance in Japan and the Philippines, the enrolment of girls is about equal to that of boys. Unequal educational facilities including a shortage of schools for girls were found in Asia, Africa and Latin America where sex segregation in education was strictest.

In Denmark girls are now admitted to training in wood work and boys may enter needle work and home management classes. In France in what are called "The new classes", handicraft subjects are taken up by boys and girls alike, but more emphasis is given to textiles for girls, metal work for boys. However, traditional ideas of what boys and girls should know still prevail in many high schools where girls have less opportunity to study such subjects as engineering, carpentry etc.

Plan for Outstanding Students

Under a new plan adopted by Yale University, outstanding secondary school students will be allowed to obtain degrees in less than the standard four years of college work. They may obtain two types of advanced college credit. Before entering, a student may satisfy certain requirements under which Yale undergraduates are required to take courses in certain general areas of studies, such as, Languages, Science, English and Social Studies before embarking on their specialised course. Students will receive special credit if their work in secondary school is of unusually high quality and if they receive excellent grades in their college entrance examinations. The secondary type of credit may be granted to students who have satisfied their requirements in one or more subjects and have achieved distinguished records in their freshman years. Students awarded three or more credits during their first year may be admitted direct to the junior year. They will thus save one year of study.

Gifted Pupils

The New York State Department of Education, conducting research on private or gifted pupils, has found that versatility rather than one-sidedness is the rule among them. Superiority in academic work is only one of their characteristics. While there is usually found among such students a quotient of intelligence of 120 or more, the intelligence quotient is only one factor in their ability to perform tasks more difficult than those usually assigned to their age and grade.

Here are some of the recommendations made by the Council to meet the needs of the gifted students:—

Every effort should be made to match learning activities to the level of the pupil instead of matching the pupil to the level of the class; each pupil's activities, progress through schools, should be so planned by the school and parents that he will be graduated as an individual who will get adjusted socially, physically and intellectually.

Tests to Discover Talented Youth.

Fewer than half the high school graduates with ability to do college work now enter college, the President of the Educational Testing Service, U.S.A. reports while only one third actually graduate. Most students are deterred from entering college by lack of motivation rather than by lack of money. He said that identification of talented youngsters should take place before environmental circumstances, or limited development lessen their desire to profit from more advanced education. This by itelf is not however sufficient. Pupils should receive suitably individualised instruction at the high school level which means that the pressure of space on schools today must be reduced.

Superior students should be permitted to complete grade school and High School in 11 years instead of 12.

Education for all is Education for None

Dr. Douglas Bush, Professor of English at Harvard University in a challenging article published in the "Sunday New York Times" complains that "Education for all", however, fine in theory, in practice ultimately leads to education for none. Mass education tends to reflect mass civilisation instead of opposing it. Dr. Bush suggests among others the following remedies:—

(i) Automatic graduation from schools should not qualify any one for admission to higher education. The public must be convinced that higher

education is neither a birthright nor a necessary badge of respectability.

(ii) Junior colleges should be multiplied so that they can drain off a large number of the young who are unfitted for degree courses.

(iii) The colleges and universities should make a concerted and factual demand that the schools should do a better job of work.

(iv) The serious study of foreign languages should be encouraged.

(v) Every effort should be made to foster promising students who cannot afford college.

A point in Dr. Bush's article that has received special attention amongst American educationists is that in contradiction to the American attitude towards the education of the handicapped, the nation has paid very casual attention towards the formal education of these citizens who have the best minds and the best personalities. The whole academic programme has been geared to the capacities of the average pupil. All too frequently superior performance by gifted pupils is made to appear unpopular rather than desirable.

Guidance in the Curriculum.

The importance of continuous intelligent guidance in elementary and high schools is stressed in a recently published report "Guidance in the Curriculum" issued as the 1955 Year Book of the Association for Supervision and Curriculum Development. The study makes the important point that guidance is not the sole responsibility of any special guidance Bureau. Rather is it the day to day job of the class teacher. The Year Book recommends that the teacher work closely with the pupils and the parents. Too often the report notes, teachers do not know their pupils, they expect the "guidance experts" to do the job of counselling and they are as a result not aware of the strong or weak points of their pupils. There is little chance of fitting the school programme to a pupil if his teachers are not permitted to combine instruction with guidance. It is the task of the class room teacher to see that the content of his subject is learnt by the pupils who come to him. The task of the guidance counsellor is to help the pupil select the subjects which are suited to his interests, needs and capacities—to see that the pupil and subject "fit". No outside person—perhaps school psychologists or counsellors—can accomplish as much as the teacher who effectively remains the real guide to individual boys and girls.

In urging that class room teaching be made inseparable from guidance the educators who have prepared this comprehensive report recognise that they are taking an unpopular view. They do not discount the need for specialised guidance workers for they believe that some aspects of guidance must be separated from instruction as teachers are not specially trained or do not have time to deal with them.

The Year Book makes this other point: If schools are to meet the needs of all children, they must be able to help parents when parents need guidance. A fundamental preventive programme would begin in the child's pre-school years, extending opportunities for parent education and counselling for parents. Either a guidance specialist trained in child development and psychology, or a broadly trained Kindergarten teacher of the regular school staff might serve as a guidance counsellor for parents.

THE TEXTBOOK SEMINAR, SRINAGAR—AN EVALUATION

Among the motivating beliefs which urged the Central Bureau of Textbook Research to run the Srinagar Workshop, the first was that any real improvement in the existing textbook situation could come about only when various professional people connected with one or the other aspect of textbook work were helped to do a better job in their respective fields. Mere preparation and propagation of model textbooks which are usually simply looked at and admired, are the unquestioned adoption of foreign standards and practices will not materially improve the situation. These people must be helped through systematic guidance to improve their technical "know how" and evolve solutions best suited to our country's specific needs. Here the servicing role of the Bureau for providing necessary guidance is clearly indicated.

The second belief is that the textbook is a social product—a fruit of the combined efforts of the people hailing from various walks of life—authors, publishers, editors, printers, illustrators, and indirectly, school administrators, teachers and students who as consumers of textbooks exert some influence on the quality of the commodity produced. An ideal textbook grows out of a perfect synthesis of the labours of these functionaries, each of whom has his own problems and personal interests to serve. Some of these problems are so obstinate that they defy all individual attempts at solution. So our textbook people need opportunities to engage in such cooperative activity as would lead to greater mutual appreciation of one another's difficulties and of the rare educational purpose behind a textbook which is, to answer a child's needs.

The third belief is that students and teachers must have their say in the preparation and choice of textbooks.

We therefore decided to organise a textbook workshop which would bring together all groups with a common interest in textbooks and provide the best atmosphere for co-operative activity and a practical solution of textbook problems. There was, however, one limitation. Our obligation, as a Central agency, to invite at least one representative from the Education Departments of all the States put severe restrictions on our invitations to other groups and we were obliged to exclude for the time being teacher and student representatives.

Among the 30 persons who attended the Srinagar workshop were authors, publishers, artists, training college professors, textbook selectors, foreign experts and State officers in charge of school publications. And with their considerable experience in the textbook field there was little wonder that on the very first day of discussion they came forward with a list of no less than 70 textbook problems!

The workshop was mainly exploratory. It was left entirly to the workshoppers to develop its programme according to their own needs and interests.

In fact the complexity of the textbook problem had previously made it difficult for our small research unit to settle the question of priorities. So we adopted the only course left to us: We went to these field workers in the workshop to take "leads" for the first items on our future programme.

The workshop idea is, however, foreign to most of our educational workers. For this reason, we briefed our invitees with a note on the workshop way of learning. A list of suggested problems that occurred to us as significant in the textbook field, was also sent in advance. The intention in sending out this material was not to rob these people of their initiative but rather to provide food for their personal reflection on textbook problems before assembling in Srinagar. It was also explained that a workshop is not simply a meeting for general discussion that leads to a set of resolutions and recommendations as in a conference, nor a training course with a set programme of lectures and tests, but that we visualised it as true learning in which participants work on the problems of their own choice and through sharing and pooling experience in democratically organized groups, seek practical solutions to some of their difficulties.

The first two days in the Srinagar workshop were devoted to the discussion and grouping of problems of interest to the members. The usefulness of this, initial step is generally borne out by workshoppers' replies to an evaluation questionnaire which was mailed to them by the Bureau a fortnight after the termination of the workshop. One of the delegates speaks of this early experience in the following words: "Every member of the (general) group felt that his mental horizon regarding the textbook problems had been broadened inasmuch as he could appreciate in a much better way the extent and magnitude of the problem." Another delegate declared it was "very helpful" in giving "the participants an idea of the actual problems that faced the country as a whole". Yet another thought that "the method adopted is the only suitable method for group work out of which some tangible material for thought is produced." There were also a few who, although admitting the usefulness of these preliminary discussions, felt that "some time could have been saved in grouping problems if the workshoppers had been given beforehand a still clearer idea about the general working of the workshop".

After the grouping of problems under some major categories had been fixed, the workshoppers decided on the selection of problems for group study. For this they adopted two criteria suggested by the staff; *i.e.* problems chosen for this purpose must be, in the first place, significant, and secondly, their study must yield practical solutions which would make an immediate impact on the present textbook situation. By applying these criteria, six problems were ultimately singled out for group study. All the participants divided themselves into the six interest groups so formed. The first group undertook the survey, with examples, of the use of exercises in textbooks. Others started studies on (1) procedures of selection current in various States; (2) the use of score cards for selecting language textbooks; (3) a practical manual on textbook illustration; (4) the improvement of physical aspects of textbooks; and (5) integrated course in social studies for the

third grade, with draft texts and teachers' manuals suited to the needs of U.P. and Hyderabad.

As the workshop programme was evolved freely by the workshoppers themselves, it included items like "Exercises in Textbooks" which the staff had least anticipated. On the other hand it excluded such items as "How to Use a Textbook" which the staff considered highly important. The probable explanation in the latter case is that we had no school teachers among the workshoppers and therefore none of them felt it as significant a problem as others actually confronting them. The Bureau had, however prepared itself for such eventualities by devoting about a month to the collection of the best textbooks, documents, research studies about a wide range of textbook problems and also to the preparation of some papers based on Indian and foreign data. In spite of this preparation, we could not build up library resources so adequately as to cover all the subjects in this highly specialized field.

The work came into full swing after the interest groups were formed. According to a delegate "Each problem was tackled keenly and we tried to understand one another's point of view". Another delegate records his satisfaction that his own problem of drawing out an integrated course in social studies drew many companions close to him and an homogeneous interest group was formed. "From the workshop I emerged clearer in my views regarding the form and technique of integration". The staff of the Bureau in their advisory role tried to help without dominating the discussions.

A delegate while appreciative of the help provided by the staff thinks "that had the staff known our problems beforehand they could have equipped themselves in advance to help the workshop in a much better way". This comment points to the need of associating intending participants with the planning of the workshop. The problem areas which interest them should be clearly known to the staff so that they can prepare themselves adequately.

The workshop had a good start but inclement weather held up work for days. The reports produced therefore could not go much beyond presenting complete blueprints of the projects undertaken. Although nobody can claim unqualified success till the projects initiated at the workshop are completed, the members have emerged with a sense of achievement from their short co-operative experience.

To the Bureau of Textbook Research the experience has been equally gratifying. It has confirmed our beliefs and showed us the way for future work. We are now engaged in producing source materials for guidance to workshop groups in their follow-up-work, so that we have the satisfaction of influencing field workers without wresting the initiative from them.

Q. H. Zaidi

BOOK REVIEWS

The Common Secondary School: Brian Simon. (Lawrence and Wishart 9/6d.)

Mr. Simon questions the rigid division of the English educational system into secondary modern, technical and grammar schools and claims that an alternative, more truly democratic policy is not only possible but imperative. His visits, early in 1954, to most of the comprehensive schools in England and Wales form the background of this book.

Those who are familiar with the author's earlier book "Intelligence Testing and the Comprehensive School" will find this short but masterly analysis equally persuasive. "Two policies stand opposed", he says in the Foreword, "that of selecting children at ten and segregating them in different types of school after the age of eleven and that of educating all together in a common secondary school"—a school open to all and serving each local area. He quotes statistics to show the inevitable frustration and disappointment to parents and children when, as in Nottingham, for example, 4,400 children had to compete for 447 places in the grammar schools. If there are only 447 places the rest of the 4,400 must inevitably 'fail' the selection examination and be sent to the secondary modern schools where they receive inadequate attention, and are turned out incomplete products of an indifferent system at the age of 15 or 16 to find their place in the world or drift along as misfits in life. The resulting anxiety neurosis and social wastage is one of the most important aspects of the crisis in secondary education.

Arising from the social inadequacies of a system in which only one in five has a chance to get higher education, is the serious lack of trained scientific personnel which has become a menacing problem in Britain. "A country that fails to transform its educational system to meet this challenge cannot hope to make its contribution to world economy or to maintain its standard of living."

Mr. Simon deplores the system of intelligence tests and the arbitrary selection of talent. Equally he deplores the exclusiveness of public schools. To combat the present crisis he suggests that more schools with better equipment should urgently be provided, and the common secondary school come into its own once more. Selection and 'streaming' at the age of eleven have disastrous effects on many who fail to make the grade, and should be discontinued.

The book gives a brief historical sketch of British educational policy since the 19th century, and thus presents no difficulties to those unacquainted with the various types of schools in Britain. It also contains a number of useful and informative appendices.

The tripartite form of education does not obtain in India and in that sense we may not find many problems in common in this field, but when Mr. Simon talks of the pressure of numbers

and of schools bulging at the seams, inadequate building facilities, and insufficiently trained teachers, he talks a language we cannot fail to understand.

Kamala Khan

Deepak Readers I-V; Deepak Readers (Teacher's Notes) I-V: by J. F. Forrester; Oxford University Press.

IT is not surprising that Deepak Readers I to IV have been reprinted for the third time with the fifth (1955) edition already in its second print.

These five readers, in English are evidently superior in production and content to most books of their kind on the market.

They are, in appearance neat and the colour and design of the books are pleasing. Despite their likeness to the usual illustrations in texts, the single-colour line drawings have character and clarity, but it is hoped this relatively weak aspect of the book will continue to improve.

The English language and the elements of English literature should not be difficult to acquire through the Deepak Readers. Stories which depict a continuity of experience in the life of Mr. and Mrs. Smith, the absent-minded Professor Green and through letters of Uncle and pen-friends to Mohan and Leela will sustain lively interest among children and enrich their knowledge of a foreign land in a pleasantly realistic manner. Among a good selection of poems there is obviously room here for the jingling rhyme of Rudyard Kipling. A few more poems of A. A. Milne and some of Carl Sandburg could have added an unconventional flavour and introduced the prevailing modern tone in poetry which children do enjoy. Dickens is sheer delight to children of this age. Sketches of Uriah Heep, Mr. Micawber or other characters from Dickens could have been profitably added to a piece like "Inns and Coaches" which is indeed exceedingly well done.

The child's age-group and interests are appropriately balanced. A growing child's curiosity is bound to be stimulated by the collection of suitable factual material on the forces of progress in contemporary India. The specially good chapters are "Preparing a Camp" "Community Project", "New and Better Food" "U.N.O. and You".

By subtle handling of ordinary stories the authors inject light humour and fun into commonplace situations. The village comes into its own through the charming narratives of the feasts of "Mattur Pongal", "Onam" and "Dasara". All these are refreshing and notably welcome aspects of the book, conspicuous by their absence in most readers portraying the immediate environment, usually in colourless terms, of the Indian child.

But the best entertainment wrapped round a precious grain of wisdom is provided in the selection of ancient tales from the East and the Middle East which one never tires of reading.

Teacher's Notes are wisely conceived. Wherever possible, demonstration of concepts is suggested for a more meaningful learning experience. The emphasis on grammar is carefully developed. The Notes are separately printed and priced from the readers. Incidentally, when children's books are not yet subsidized to any large extent in India, the prices of the texts ranging from 15 As. to Rs. 1/10/- is not too much to pay.

Roshan Marker

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LIST OF PERIODICALS INDEXED

Adult Educ Rev—Adult education review. G. H. Rau. South Indian adult education association, Madras-1. (m).

Christ Educ—Christian Education. Rs. 2. E. B. Paul, Business Manager, 3, Wesley Road, Jabalpur. (Madhya Pradesh.) (q).

Educ—Education. Rs. 10. Prop. T. C. E. Journals & publications Ltd., P.O. Box 63, Lucknow. (m).

Educ Ind—Educational India. M. Venkatarangaiya, ed. Rs. 4-8-0. Educational India Office, Masulipatam (S. India). (m).

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Jnl Voc Educ Guid—Journal of vocational and educational guidance. H. P. Mehta, ed. Rs. 3. Parsi Panchayet vocational guidance bureau, 209, Dr. Dadabhai Naoroji Road, Fort, Bombay. (q).

Prog Educ—Progress of Education. N. V. Kinkar, ed. Rs. 6-9-0. 624, Sadashiv Peth, Poona-2. (m).

Sch World—School world. K. G. Warty, ed. Rs. 3. 117, Thalakwadi, Belgaum. (b).

Social Educ—Social Education. S. Raghavan. Executive officer for adult education, Office of the D.P.I., Trivandrum.

Social Educ News Bul—Social Education News Bulletin, V. S. Mathur, ed. Rs. 3. Indian Adult Education Association, 30, Faiz Bazar, Delhi. (m).

South Ind Teach—South Indian Teacher. Rs. 5. 520, High Road, Triplicane, Madras-5. (m).

Teach Jnl—Teacher's Journal. Anila Devi, ed. Rs. 7. A.B.T.A. Office, 15, College Square, Calcutta. (m).

Teaching—Teaching. Rs. 4. The Editor, c/o Oxford University Press, Post Box 31, Bombay-1. (q).

KEY TO ABBREVIATION

† Continued on later pages of same issue.

& and

Ap April

F February

Je June

Mr March

My May

b Bimonthly

m Monthly

no Number

q Quarterly.

The following is a sample explanation of abbrevations used:—

Mukerji, P. K.

Education—the science of success. Educ 34 no 5: 34-37 My '55.

The article of P. K. Mukerji will be found in the Education volume 34 number 5 on pages 34 to 37 of the May 1955 issue.

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Adult education—means or end. J. B. Schwertman. Educ 34 no 6: 8-13 Je '55.

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The Stanley Adult school. Pushpa Solomon. Christ Educ 32 no 2: 24-25 Je '55.

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Adult education scheme of Bombay. R. V. Parulekar. Sch World 20: 55-60 Ap-My '55.

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Teaching the solution of equations. E. M. Stokes. Teaching 27: 132-137 Je '55.

ALL India adult education conference, Patna, 1954. Social Educ News Bul 6 no 2: 1-2 † F '55.

ALL India child education conference, Indore. Social Educ News Bul 6 no 2: 1-2 + F '55.

ALL India seminar on educational and vocational guidance, Delhi '54.

Resolutions passed at the All India seminar on educational and vocational guidance held in Delhi November, 1954. Jnl Voc Educ Guid 2: 85-87 Ap '55.

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